DOCUMENT RESUME

ED 120 378 CE 006 541

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TITLE Occupational Exploration at Ontario Junior High School: 8th Grade.
INSTITUTION Ontario School District 8, Oreg.
PUB DATE Jun 74
NOTE 181p.; Appendixes 100-114 will not reproduce well in microfiche; For related documents, see CE 006 540-542; Best copy available

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Education; Career Exploration; Career Planning; Grade 8; *Instructional Materials; *Job Application; Junior High Schools; *Learning Activities; Occupational Guidance; Teacher Developed Materials
IDENTIFIERS *Project SIXCO

ABSTRACT

The document contains 47 activities for Grade 8. The contents include the following areas: questionnaires; work vocabularies; employment seeking procedures--employment ads, application forms, resumes, job interviews, and resume preparation advice; a 24-page unit presenting occupational information in relation to career choice and job application including objectives, activities, evaluation, and resources; money management information; a 7-page paper on employment trends; an 8-page paper followed by a test in economics; work sheets for guest speaker evaluation, field trips, and parent interviews; a paper on work experiences of migrant harvesters; 14 diagrams showing related occupations based on interest and ability; career preparation suggestions in the areas of air transportation, tourism, general jobs, environment, athletics, career conflicts, food service, horticulture, occupations requiring skills in the use of color, recording, legal system, career choice, and employment opportunities for high school graduates; a 24-page job finding training kit; and a check list for planning field trips to economic enterprises. (EC)

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Occupational Exploration at Ontario Junior High School 8th Grade

Regional Dissemination Center
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June, 1974

CE008541

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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LIST OF APPENDICES: 8th GRADE

8. Are You Someone Who
22. The World of Work Vocabulary
23. G.I.T. ,Guard Help Wanted Ads
25. G.I.T.,Inc. Job Application
26. Find the Mistakes Job Application
28. Interview Questions
29. World of Work Vocabulary Word Search Puzzle
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57. How Good An Economist Are You Questions
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62. Use of Occupational Information Activities
64. Teacher's Overview to Income Tax
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87. Occupation Starburst Charts
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89. The Grand Tour
91. Career Corners
95. Survival Specialists
96. Sports Unlimited
97. Sirvival of the Fittest
99. The Best Restaurant in Town
100. Green Thumb
101. Color and Careers
102. Your Hit Parade
104. Here Comes The Judge
106. Classified Information
108. After Graduation
109. Job Finding Training Kit
112. Employee "ithholding Exemption Certificate
113. Sample Economics Vocabulary List
114. Field Trip Check List

Retrieval-Dissemination Center
Oregon Board of Education
942 Lancaster Drive N.E.
Salem, Oregon 97310
Phone: 378-3598

Name_____

DIRECTIONS: Write "Y" - yes, "N" - no or "M" - maybe.

When you're an adult, would you....

_____ 1. want a large family of at least 4 or 5 children?

_____ 2. never have any desire to go to Europe?

_____ 3. be interested in a career in the armed services? (boys)
want to be a nurse?

_____ 4. hire help to do your house cleaning?

_____ 5. always watch sports on TV on weekends?

_____ 6. grow a beard? (boys)
date a guy with a beard? (girls)

_____ 7. want a modern home with carpeting, coordinated furniture, etc.?

_____ 8. marry someone of a different religion?

_____ 9. like to act in a play?

_____10. overeat and likely be fat in the future?

_____11. dye your hair when it begins to gray?

_____12. eat out weekly?

_____13. stay in the area you grew up in?

_____14. read MAD magazine?

_____15. watch TV at least 3 or 4 hours a night?

_____16. want a Black living next door to your family?

_____17. drive faster than the speed limit most of the time?

_____18. just work enough to get items you need but not try to have lots of things?

_____19. give money to the street side Santas at Christmas?

_____20. always have the radio or TV on when you're home alone?

_____21. not get along with your parents?

_____22. be a good parent?

_____23. disrespect the police?

_____24. tend to drink too much often?

_____25. let it be known when you are dissatisfied with government through letters to the editor of your local newspaper, marching, or whatever seems necessary.

Vocabulary of the World of Work

(circle one) Name_____

Pre or Post

1. demand
   a) extra things that go with a job, other than wages
   b) people who depend on your for a living
   _____ c) promotion or moving up in a job
   d) hobbies, interests

2. journeyman
   a) one who performs mental work
   b) an experienced worker, a craftsman
   _____ c) someone learning a trade or job
   d) person who depends upon you for a living

3. apprentice
   a) an experienced worker, a craftsman
   b) job or career, occupation
   _____ c) a person to go to for information
   d) someone learning a trade or job

4. social security
   a) pay given to you when you're out of work
   b) federal government retirement system
   _____ c) education in a specific field or profession
   d) wages or salary

5. fringe benefit
   a) pay given to you when you're out of work
   b) wages or salary
   c) promotion or moving up in a job
   _____ d) extra things that go with a job, other than wages

6. marital status
   a) chances for job openings to be available
   b) your married state
   c) skilled work usually done with the hands rather than mental work
   _____ d) name before you're married

7. employer
   a) worker
   b) person to go to for information
   _____ c) boss, person who hires other people
   d) person who depends upon you for a living

8. employee
   a) person to go to for information
   b) boss, person who hires other people
   _____ c) person who depends upon you for a living
   d) worker

9. prestige
   a) wages or salary
   b) hobbies, interests
   _____ c) promotion or moving up in a job
   d) thought of highly by other people

10. reference
   a) a place or person to go to for information
   b) extra things that go with a job, other than wages
   _____ c) name before you were married
   d) someone learning a trade or job

11. maiden name
_____
a) name given to a person that tells what job he does
b) person to go to for information
c) name given to a person after promotion
d) name before you were married

12. skill
_____
a) promotion or moving up in a job
b) thing you can do, ability to do something
c) job, career, occupation
d) hobbly, interest

13. dependents
_____
a) people who depend upon you for a living
b) people to go to for information
c) people who perform mental work
d) wages or salary

14. unemployment compensation
_____
a) wages or salary
b) federal government retirement system
c) pay given to you when you're out of work
d) promotion or moving up in a job

15. earnings
_____
a) promotion or moving up in a job
b) pay given to you when you're out of work
c) wages or salary
d) hobbies, interests

16. advancement
_____
a) extra things that go with a job, other than wages
b) pay given to you when you're out of work
c) promotion or moving up in a job
c) chances for job openings to be available

17. salary
_____
a) hobby, interest
b) earnings, wages paid for a job
c) pay given to you when you're out of work
d) education in a specific field or profession

18. D.P.T. number
_____
a) the number of people out of work monthly in the U.S.
b) a number code for jobs showing involvement with things, people and data
c) a number given to a person who is unemployed
d) the degree of people trades number

19. training
_____
a) extra things that go with a job, other than wages
b) education in a specific field or profession
c) railroad work
d) promotion or moving up in a job

20. profession
_____
a) promotion or moving up in a job
b) skilled work usually done with the hands rather than mental work
c) a job requiring advanced training; usually involving mental work
d) hobbies, interests

21. blue collar worker
_____
a) person to go to for information
b) one who performs work
c) a worker requiring advanced training
d) one who works with his hands or body

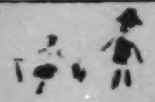
22. white colar worker _____
a) person who performs mental work
b) an experienced worker, a craftsman
c) one who works with his hands or body
d) someone learning a trade or job

23. avocation _____
a) hobbies, interests
b) education in a specific field or profession
c) wages or salary
d) job or career, occupation

24. vocation _____
a) a job or career, occupation
b) promotion or moving up in a job
c) skilled work usually done with the hands rather than mental work
c) hobbies, interests

25. outlook _____
a) promotion or moving up in a job
b) pay given to you when you're out of work
c) chances for job openings to be available
d) a place or person to go to for information

26. trade _____
a) pay given to you when you're out of work
b) work requiring advanced training
c) education in a specific field or profession
d) skilled work usually done with the hands rather than mental work



2. Help Wanted

Help Wanted 200

It is Unlawful Subsection 3, ORS 659.030) for any employer or employment agency to print or circulate or cause to be printed or circulated any statement, advertisement or publication, or to use any form of application for employment or to make any inquiry in connection with prospective employment which expresses directly or indirectly any limitation, specification or discrimination as to race, religion, color, sex or national origin, or any intent to make any such limitation, specification or discrimination, unless based upon bonafide occupational qualification.

DATA
GATHERER

Good reader, can pick out information; persistent---keeps looking for information. Will dictate information, to Recorder. Responsible to Manager for accuracy of information gathered.

Interested?

Qualifications:

Average reading scores
Thoroughness
Patience

Apply NOW! NOW!

Wages: 675.

MANAGERS NEEDED NOW!!

Must be a good speller; checks on work quality; responsible to employer for work being done, Helps workers when they have trouble. Checks accuracy of assigned work; proof-reads. If you want a

CHALLENGE try

MANAGING

To qualify as an applicant must be:

a good reader
able to use dictionary
responsible
able to work well with others

Wages: 800.

BE A RECORDER!!!!

Unlimited opportunities but must be willing to work long hours.

Fills out assigned work as dictated by the Data-gatherer. Must be willing to ask for spelling help. Responsible for copying material. Must write carefully.

Skills needed:

Can write carefully if you need to

Willingness to work.

Wages 575.

AUCTIONS: 1[illegible]

WEST END AUCTION

SALE Thursday 7:00 PM

[illegible]

125

#35

G.I.T. Inc.

Please Print Date / /

APPLICATION FOR EMPLOYMENT

Name ☐ Mr. ☐ Mrs. ☐ Miss. First	M.I.	Last	Social Security No. _ _ _ - _ _ - _ _ _ _

Street Address	City	State	zip

Telephone No. _ _ _ - _ _ _ _	Date of birth / /	Height	Weight	

Marital Status ☐ Married ☐ Separated ☐ Single ☐ Widowed ☐ Divorced	No. of Dependents	Total to support (include self)

Describe your Health	Have You Ever Had a Serious illness or Injury? ☐ yes ☐ no	If yes, what?	When?

Describe Any Physical Limitations you Feel should be known.

What Type of Work are you Applying For?	What experience have you had in this work?

Have you ever drawn unemployment compensation? ☐ Yes ☐ No	If yes, when?

EDUCATION		DO NOT WRITE BELOW
Name of school	Years completed	

WORK HISTORY

Employed From Mo. Yr.	To Mo. Yr.	Employer	Nature of work	Earnings	Reason left
/	/				
/	/				

May we contact the employers above? If not, note those you don't wish us to contact

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(Appendix 23 - continued)

List 2 people that you wish to contact as references. Be prepared to present these references at your job interview.

Name	Address	How you know this person
1.		
2.		

I understand that; if employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information relating to my background.

_____
Signature

DO NOT WRITE BELOW THIS LINE

Appendix 26

APPLICATION FOR EMPLOYMENT* Computer Operator

PRINT IN INK

DATE OF APPLICATION: 1/10/71

NAME: MR. / MRS. / MISS — FIRST: Ken — M.I. — LAST: Stark

SOCIAL SECURITY NO.: 013-22-5618

TELEPHONE NO. (A/C): (714) 275-4854

STREET ADDRESS: 957 Ditmar Ave.

CITY: San Diego

STATE: Calif. ZIP:

*DATE OF BIRTH	HEIGHT	WEIGHT	MARITAL STATUS	AGES OF DEPENDENT CHILDREN	HAS CARE FOR CHILDREN BEEN ARRANGED?	NO. OF OTHER DEPENDENTS	TOTAL TO SUPPORT (INCL. SELF)
8/24/47	6'5"	160	☒ SINGLE ☐ MARRIED ☐ WIDOWED ☐ DIVORCED ☐ SEPARATED		☐ YES ☐ NO		

HAVE YOU EVER BEEN EMPLOYED BY THIS COMPANY: ☐ YES ☐ NO — IF "YES", WHERE: — WHEN: / / — WHY DID YOU LEAVE?

NAME OF RELATIVES WITH THIS COMPANY — LOCATION — POSITION — RELATIONSHIP

DESCRIBE YOUR GENERAL HEALTH: fair

HAVE YOU EVER HAD A SERIOUS ILLNESS OR INJURY? ☐ YES ☒ NO

HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES? ☐ YES ☒ NO

IF "YES", NATURE OF INJURY — WHEN: / /

IS THIS CLAIM SETTLED? ☐ YES ☐ NO

HAVE YOU EVER HAD TUBERCULOSIS? ☐ YES ☒ NO

HAVE YOU EVER HAD A RUPTURE OR A HERNIA? ☐ YES ☒ NO

IF "YES", WHEN — WAS IT CORRECTED BY OPERATION? ☐ YES ☐ NO

DESCRIBE ANY PHYSICAL LIMITATIONS YOU FEEL SHOULD BE CONSIDERED IN JOB PLACEMENT

WHAT TYPE OF WORK ARE YOU APPLYING FOR? Computer Op.

WHAT EXPERIENCE HAVE YOU HAD IN THIS TYPE OF WORK?

ARE YOU APPLYING FOR ☒ FULL TIME ☐ PART TIME

DATE YOU ARE AVAILABLE TO START: Now

IF YOU ARE EMPLOYED AT PRESENT, WHY DO YOU WISH TO CHANGE?

HAVE YOU EVER DRAWN UNEMPLOYMENT COMPENSATION? ☒ YES ☐ NO — IF "YES", GIVE DATES: none

DO NOT WRITE BELOW THIS LINE

EDUCATION

NAME OF SCHOOL	YEARS COMPLETED OR ATTENDED	YEAR GRADUATED
HIGH SCHOOL: Uniondale	3	63
COLLEGE:		
OTHER (NAME OR TYPE): Institute of Computer Tech.		70

* FEDERAL LAW AND A MAJORITY OF STATE LAWS PROHIBIT DISCRIMINATION IN EMPLOYMENT BECAUSE OF AGE, SEX, RACE, COLOR, RELIGION AND NATIONAL ORIGIN.

WORK HISTORY

EMPLOYED FROM MO./YR.	EMPLOYED TO MO./YR.	EMPLOYER START WITH LAST OR PRESENT EMPLOYER	NATURE OF WORK DURING EACH EMPLOYMENT	EARNINGS STARTING	EARNINGS LEAVING	REASON FOR LEAVING
/	/	USIO	65 6-1		720	No Advancement
/	/	Roosevelt - Tax	Ralin Dispatcher		560	No Advancement
/	/					

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that; if employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

SIGNATURE AS SHOWN ON SOCIAL SECURITY CARD: Ken Stark

DO NOT WRITE BELOW THIS LINE

From J. C. Penney's Co. Kit: Career Decissions: Finding, Getting, and Keeping a Job, J. C. Penney's, Inc., 1301 Avenue of Americas, New

Appendix 28

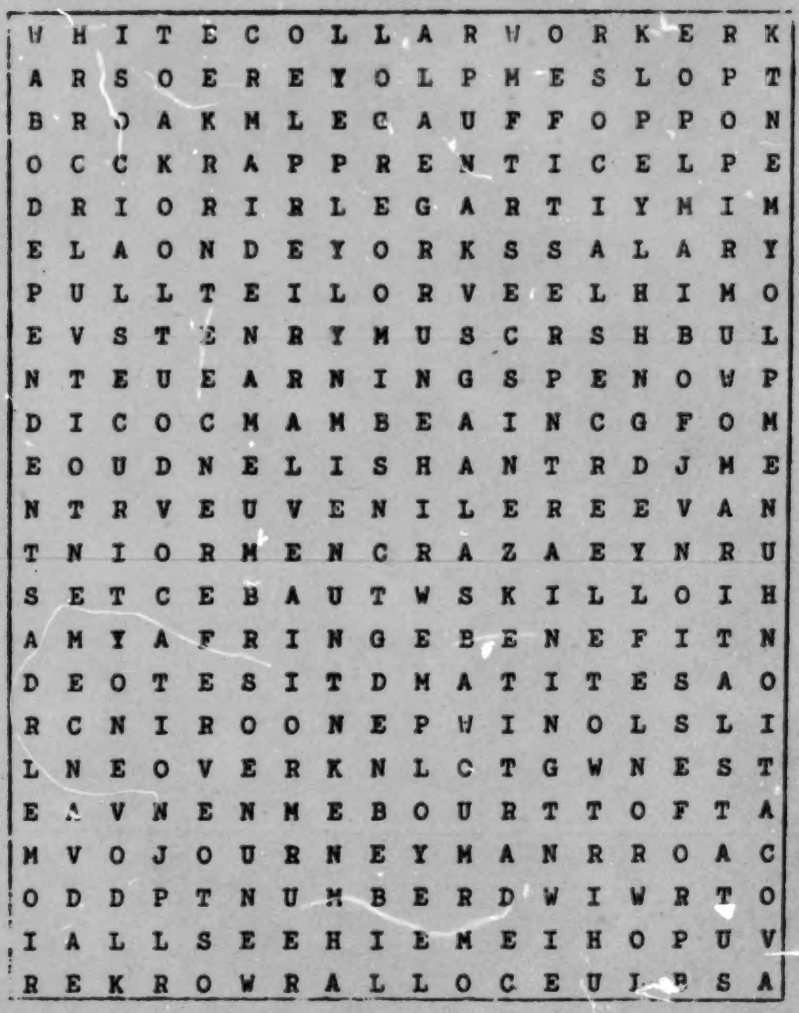
Interview Questions

Your interview may be long or short. The direct questions listed below are the sort you may be asked and are used to help the interviewer know more about your skills, background, education, and work experience. At the same time, the interviewer will be asking himself silent questions about your willingness to work, your ability to get along with people.

Direct Questions:	Silent Questions:
Why do you want to be a _____?	Is this person really interested in this type of work?
What are the duties of a _____?	Does he get along well with others?
What skills do you have for the job?	
Describe your work at _____.	
Why did you leave?	
Did you like your work? Your boss?	
Did you like your fellow workers?	
What high school did you attend? Graduate?	Has this person shown enough drive to get his diploma?
What were your grades? Attendance? Tardiness?	Do his grades show a serious attitude?
Did you get along well with your teacher?	Does he get along well with people in authority?
What activities did you enjoy?	Is he sociable or a loner?
Do you support or help your family?	Has this person accepted his home responsibilities?
How long at your present address?	Is he likely to move away and leave the job?
What do you like to do in your leisure time?	Does he spend his time wisely?
Are you frequently ill?	Will he be absent a lot?
What do you want to be 10 years from now?	Is he looking to the future?

During the interview let the interviewer lead the way. Ask questions about salary, benefits, etc., near the end of the interview so you don't leave the impression that that is all you care about. Thank the interviewer for his time.

Appendix 29



W	H	I	T	E	C	O	L	L	A	R	W	O	R	K	E	R	K
A	R	S	O	E	R	E	Y	O	L	P	M	E	S	L	O	P	T
B	R	O	A	K	M	L	E	C	A	U	F	F	O	P	P	O	N
O	C	C	K	R	A	P	P	R	E	N	T	I	C	E	L	P	E
D	R	I	O	R	I	R	L	E	G	A	R	T	I	Y	M	I	M
E	L	A	O	N	D	E	Y	O	R	K	S	S	A	L	A	R	Y
P	U	L	L	T	E	I	L	O	R	V	E	E	L	H	I	M	O
E	V	S	T	E	N	R	Y	M	U	S	C	R	S	H	B	U	L
N	T	E	U	E	A	R	N	I	N	G	S	P	E	N	O	W	P
D	I	C	O	C	M	A	M	B	E	A	I	N	C	G	F	O	M
E	O	U	D	N	E	L	I	S	H	A	N	T	R	D	J	M	E
N	T	R	V	E	U	V	E	N	I	L	E	R	E	E	V	A	N
T	N	I	O	R	M	E	N	C	R	A	Z	A	E	Y	N	R	U
S	E	T	C	E	B	A	U	T	W	S	K	I	L	L	O	I	H
A	M	Y	A	F	R	I	N	G	E	B	E	N	E	F	I	T	N
D	E	O	T	E	S	I	T	D	M	A	T	I	T	E	S	A	O
R	C	N	I	R	O	O	N	E	P	W	I	N	O	L	S	L	I
L	N	E	O	V	E	R	K	N	L	C	T	G	W	N	E	S	T
E	A	V	N	E	N	M	E	B	O	U	R	T	T	O	F	T	A
M	V	O	J	O	U	R	N	E	Y	M	A	N	R	R	O	A	C
O	D	D	P	T	N	U	M	B	E	R	D	W	I	W	R	T	O
I	A	L	L	S	E	E	H	I	E	M	E	I	H	O	P	U	V
R	E	K	R	O	W	R	A	L	L	O	C	E	U	J	B	S	A

Find the vocabulary words in the puzzle above. Words may be horizontal, vertical, diagonal, or backwards but always in a straight line.

advancement
apprentice
avocation
blue collar worker
DPT number
demand
dependents
earnings
employee
employer
fringe benefit
journeyman
maiden name
marital status
outlook
prestige
profession
reference
salary
skill
social security
trade
training
unemployment
vocation
white collar worker

Appendix 30

To: All Workers of G.I.T. Inc.

From: Personal Manager

Re.: Task for April 19

G.I.T. Inc. does research on occupations as a business. Newsweek magazine has asked us to research an article called:

"Questions that Should be Answered About Jobs: Guidelines for the Job Seeker"

Below are the phases of your work today:

Phase 1. -

The total work crew brainstorms as many questions as they can for the article. Use 10 minutes only for this. Recorder makes a list of questions the group discovers.

Phase 2. -

data gatherer -

Get 3 job descriptions of 3 different jobs from the Career file
Scan the descriptions to find what kinds of information are on all e
3 cards to get more ideas for questions.
Dictate your ideas to the recorder.

recorder -

Write out questions from the data gatherer.
Watch your spelling.
Ask for help from your group if spelling is a problem for you.

manager -

1) Prepare a clean sheet of paper with the title of the Newsweek article at the top. Be neat. Write carefully.
2) Write a short paragraph beneath the title to tell what the article is about.
3) Attach your paragraph to the questions list and proofread the questions for mistakes.
4) Five minutes before the period ends decide who will be responsible for any finishing up needed to be done.

Appendix 34

(your street address)

(your city, state, zip code)

(today's date)

(company's name)

(department if listed)

(company's street address)

(city, state and zip code)

(greeting: "Gentlemen:")

(closing: "Sincerely yours,")

(your signature)

Appendix 36

"Recruiting" Poster for a career of your choice:

This assignment should be done in either two's or three's. That means if your work crew has 4 people you should produce 2 posters. You will have two class days to complete the assignment. The posters will be due Thurs. May 24 (B day) or Fri. May 25 (A day).

Tasks involved to complete the poster: decide on a subject
gather information
art work and/or cut out pictures
titles and labeling

All posters must include the following:

- a slogan or title
- pictures for interest
- the duties of the job
- qualifications needed
- pay
- hours of work
- fringe benefits
- where work might be done
- where training could be obtained
- D.O.T. number

Work should be done neatly and carefully. The best posters will be kept for the Learning Center Career Corner.

Appendix 47

Name _____

REVIEW

1) Tell the meaning of the following in terms of jobs.

reference _____

maiden name _____

skill _____

dependents _____

marital status _____

unemployment compensation _____

employer _____

employee _____

earnings _____

advancement _____

fringe benefits _____

social security _____

apprentice _____

journeyman _____

2) a. Jobs are classified according to their involvement in 3 areas. What are these areas?

_____ _____ _____

b. Tell the data-people-things number for the following jobs:

reporter _____ interior decorator _____

cartoonist _____ chiropractor _____

3) True or False?

a. The U.S. population is at least 195 million. _____

b. There is greater unemployment (%) among Negro workers than among white workers. _____

c. Agricultural employment is expanding at a fast rate. _____

d. Unemployment rates are low due to inflation. _____

e. Teaching jobs are easy to get. _____

(Appendix 47 - continued)

f. Usually journeyman workers must have graduated from a 4-year college. _____

g. Most businesses require people wanting jobs to fill-out detailed information sheets before they consider them for employment. _____

4) Unscramble the following words that pertain to work or careers.

KORW	RETPAPNIEC	RAEREC	RABLO
NUMIO	ATAD BOJS	ELOPPE SOJB	

HOW GOOD AN ECONOMIST ARE YOU? QUESTIONS-FEBRUARY 1974

One

Which of the following would make the best money?

Cows Cigarettes Ice Cubes Olive Oil

Two

The Total number of jobs will probably increase about 25% between 1972 and 1975. The biggest percentage increase will be in....

White Collar jobs Blue Collar jobs Farm jobs Service jobs

Three

Our estimates, based on Federal Highway Administration figures for 1972, show that it costs about $1,450 to drive a two year old compact car for one year (13,000 miles). The two biggest single items are....

Depreciation Gas and oil Repairs, maintenance & tires Lost interest earnings on the value of the car

Four

If the price of something goes up those who produce it will....

Take in more money Take in less money Can't tell

CENTER FOR ECONOMIC EDUCATION - PORTLAND STATE UNIVERSITY - POST OFFICE BOX 751
PORTLAND, OREGON 97207 (503) 229-3928

ANSWERS: One: Money is anything that people will accept as money. Most people wouldn't accept ice cubes. They aren't worth much and they melt. But olive oil, cows and cigarettes have all been used for money at various times and places. Two: White collar jobs will increase by 37%, blue collar jobs by 15%, service jobs by 23%. Farm jobs will decline by 50%. Three: Depreciation, the difference between the value of the car at the beginning of the year and its value at the end, was the biggest single item of expense in 1972 - $519. Gas and oil was next - $319 then and more than that now. Repairs, maintenance and tires came to $122. Lost interest income - the money one would have earned if he had kept his money at interest in the bank instead of using it to buy the car - was almost as much as repairs and tires - $122. Four: You can't tell. When prices go up people tend to buy less. Suppose the producers had been selling 100 items at $1.00. If they were able to sell 75 of them at $2.00 they would take in $150, but if they could only sell 25 at $2.00 they would take in only $50.

Appendix 59

ATTITUDES AND THE WORLD OF WORK

Instructions: For each of the following statements, indicate your attitude toward the statement in one of five ways:

SA	Strongly agree
A	Agree
U	Undecided
D	Disagree
SD	Strongly disagree

CIRCLE YOUR RESPONSE

1. Public schools should not train students for work; they should educate students for work.

   SA A U D SD

2. The government should be responsible for providing work for anyone who cannot find a job in the private sector.

   SA A U D SD

3. Psychological satisfactions of work are more important than the monetary income workers receive.

   SA A U D SD

4. Something should be done to change the fact that licensed plumbers usually earn more than registered nurses.

   SA A U D SD

5. No student should graduate from high school unless he or she has held a paying job for at least two weeks duration.

   SA A U D SD

6. Anyone who really wants to work can get a suitable job.

   SA A U D SD

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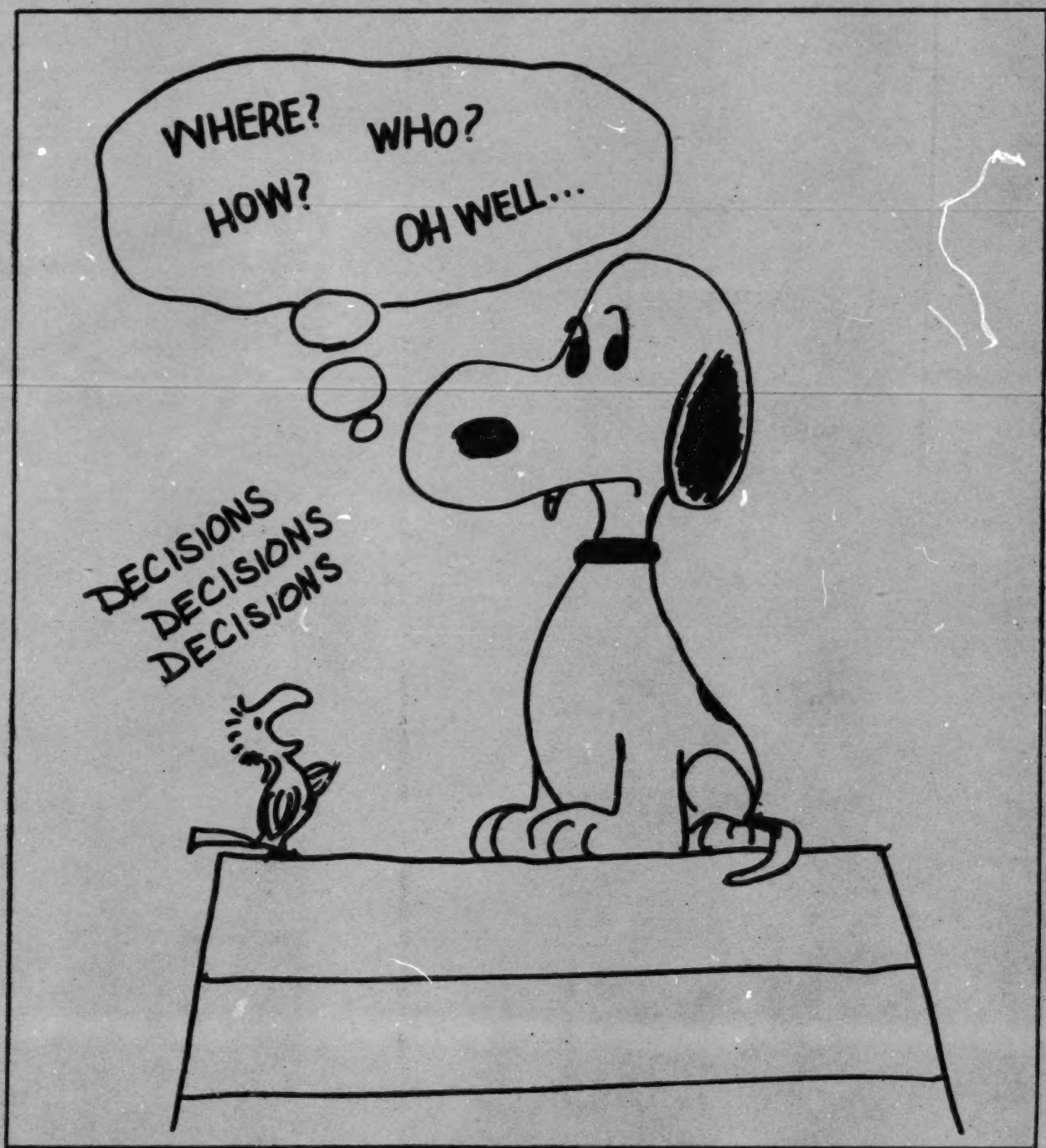
*Focus for discussion: By S. Stowell Symmes, Director of Curriculum, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N. Y. 10036.

Appendix #62

use of occupational information



USE OF OCCUPATIONAL INFORMATION

Introduction

It is the function of the school to insure that students have the opportunity to study occupational trends, make occupational evaluations, and acquire characteristics which will enable them to be successful in the world of work.

Successful employment in our changing world demands that a worker possess the proper attitude, skill, aptitude, ability to evaluate job descriptions, and flexibility to change as the world of work changes.

The objectives and activities in this section of the guide are designed to provide experiences which will allow students to acquire information about a wide variety of occupations. Special emphasis has been placed upon the curricular experiences which will encourage the student to explore the broad area of career development.

GENERAL OBJECTIVES

1. To develop skill in making use of test results in occupational choice
2. To develop the ability to evaluate occupations and their trends
3. To become aware of resources available which are helpful for securing employment
4. To become familiar with available trade magazines, publications, media, and community resources
5. To develop skill in personal money management
6. To develop an appreciation of the values of our free enterprise system as related to occupational choice

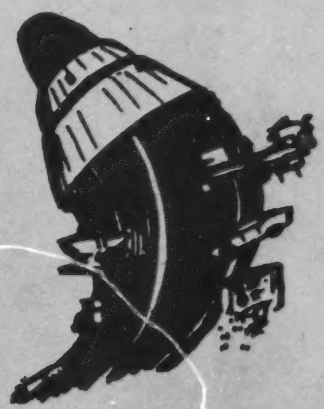
GENERAL OBJECTIVE # 1: TO DEVELOP SKILLS IN MAKING USE OF TEST RESULTS IN OCCUPATIONAL CHOICE

SPECIFIC OBJECTIVE	ACTIVITY
To become aware of the kinds of tests and their purposes	Explain and discuss purposes of tests. 1. Achievement 2. Aptitude 3. Personality 4. Intelligence 5. Interest Administer test suitable for grade level. Assign reports (individual or group) on "Types of Tests and Their Purpose or Function."
To relate test results to occupational choice	Invite resource person, perhaps the counselor, to discuss test and test results as related to occupations and preparation for occupations. Arrange for counselor-student conferences to review test results and relate to occupational choices. Have class prepare a format for self-analysis check sheet. Have each student fill out a self-analysis sheet about himself.

EVALUATION	RESOURCE
	Catalogs: The Psychological Corporation Test Catalog, 1969. General Test Catalog, Science Research Associates, Inc., 1968-69. General Test, American Guidance Service, Inc., 1968-69.
Have conference with pupil and have him enumerate some occupational areas in which his test scores indicate he could be reasonably successful. Have him enumerate areas in which he feels he could not be successful.	
Have the student name the types of tests and give their purposes. Have him relate the results to his prospective occupational choice.	
	School counselor Student's cumulative record (counselor or registrar)
Examine students' cumulative records to make sure all tests have been administered to their appropriate grade level.	

GENERAL OBJECTIVE # 2: TO DEVELOP THE ABILITY TO EVALUATE OCCUPATIONS AND THEIR TRENDS

SPECIFIC OBJECTIVE	ACTIVITY
To develop the ability to make an occupational analysis	Present a format to the students for use in a job analysis. Suggested format includes: 1. Educational requirements 2. Physical and health requirements 3. Remuneration (salary, retirement benefits, insurance, etc.) 4. Availability of jobs 5. Location 6. Special talents necessary 7. Advancement opportunities 8. Occupational outlook 9. Work conditions 10. Advantages and disadvantages
To use a format in making an occupational analysis	Discuss format and its purpose. Use the format in group activity. Have each student prepare one or more analyses using the format.
To develop an awareness that the nature of occupational patterns indicates job changes, retraining, and flexibility	Plan field trip. Refer to "I Investigate an Occupation." (Page 66) Research job trends through student library. Assign individual reports on progress of machines, household equipment, and materials used in manufacturing. Construct displays comparing antiquated and new equipment. Conduct a career week with resource persons. Have students tape interviews with local representatives of different occupations to be presented to class for discussion.



JOBS CHANGE WITH THE TIMES

EVALUATION	RESOURCE
...st students' understanding of construction. Examine students' job analyses. Has the class gained something from the field trip or the resource person that will help them choose occupations that have a continuing future? Evaluate the gain through an oral or written report. Have student enumerate occupations that have concluded or opened up due to automation or occupational changes.	**Books:** Peterson, Eleanor M., Successful Living, Allyn and Bacon, Inc. Building for Tomorrow, Chapter 25, Allyn and Bacon, Inc., 1966. Hopke, William E., Encyclopedia of Careers and Vocational Guidance, Vols. I, II, Doubleday. Occupational Outlook Handbook, U.S. Department of Labor. **Pamphlets:** You and Your Job, J.G. Ferguson Publishing Company. Manpower Education in a Growing Economy, Oklahoma State Department of Education, Guidance Division. Career Opportunities, New York Life Insurance Company. **Film Catalogs:** Association Films Sterling Educational Films **Films** "Who Can Build a Moon Walker?" 16mm., Oklahoma State Department of Education, Guidance Division. "Jobs in the World of Work: A Good Place to Be," 16mm., color, McGraw-Hill Films. "Jobs for Men: Where Am I Going?" 16mm., color, McGraw-Hill Films. "Jobs for Women: Where Are You Going?" 16mm., color, McGraw-Hill Films. **Filmstrips:** "Preparing for the Jobs of the 70's," Parts I and II. "Preparing for the World of Work" "How Do you Figure It?" "Your Future Through Vocational Education"

GENERAL OBJECTIVE # 3: TO BECOME AWARE OF RESOURCES AVAILABLE WHICH ARE HELPFUL FOR SECURING EMPLOYMENT

SPECIFIC OBJECTIVE	ACTIVITY
To become aware of the availability of jobs	Clip want ads and write letters of application with a resume in response to these ads. (Pages 96-101) Stress importance of appropriate stationery.
To develop skills to be used in job interviews	Assign role-playing job interviews. Give each student an opportunity to play an employer and a prospective employee. Practice telephone usage. Tape role playing interviews in class.
To gain skills in job application	Use resource persons. 1. Private industry 2. Employment agency (public, private) Discuss advantages and disadvantages of employment agencies' services. Discuss and complete sample application forms. (Pages 97-100) Show films on interviews and letter writing. Research library material on how to get a job.
To observe people at work	Plan field trip to public and private employment agencies.
To become aware of Social Security applications and benefits of Social Security	Invite resource person from Social Security office. Help student acquire birth certificate and Social Security card.
To gain knowledge concerning labor laws and organizations	Write a letter of inquiry about job information to unions, trade schools, and industries. (Suggest coordination between occupation teacher and English teacher in this activity.)

EVALUATION	RESOURCE
Does the student know where to look for available jobs? Have student list sources of available jobs.	Books: Fendell, S. E., and J. R. Peck, How to Hold Your Job, The John Day Co., 1967. Books for low-reading levels, Turner-Livingston Series, Follett Educational Corporation.
Does the student realize the importance of properly preparing for an interview, and is his skill in doing this acceptable? Observe mock interview.	Pamphlets: Can I Get a Job? General Motors. How to Get a Job and Keep It, Steck-Vaughn Printing Company.
Briefly answer test on procedures and techniques of job applications and interviews.	Your Personality and Your Job, Science Research Associates, Inc. What Employers Want, Science Research Associates, Inc.
Prepare check list to determine acceptability of sample application.	Applications and charts (Teacher selected)
Have student survey his community to determine whether or not his occupational choice is available.	Films: "Jobs and Interviews," 16 mm., McGraw-Hill.
Check students to see if they have a Social Security card, an employment certificate, and other needed forms completed.	
Examine students' letters, or have students exchange and criticize each others' letters.	Posters: How to Find a Job, J. Weston Walch, Publisher.

LETTER OF APPLICATION

325 Grove Boulevard
Oklahoma City, Oklahoma 73115
May 25, 1970

Mr. R. S. Wilson, Personnel Director
Allied Chemical Company
753 Washington Avenue
Clarksville, Illinois 72406

Dear Mr. Wilson:

I am interested in the possibility of obtaining a position with Allied Chemical Company. Because of my special training in a vocational high school and work experience, I believe that I have the ability to fill the position of secretary for which you advertised in yesterday's Daily Recorder.

You will note on the resume sheet that my grades were above average at the Jones Vocational High School, and I also worked part-time as a general clerk at the Model Shop of Oklahoma City. Mrs. Nita Martin, office manager, has given me permission to use her name as a reference. She and the others I have included on the data sheet will be glad to help you judge my abilities and personality if you wish to contact them.

I shall appreciate a personal interview to talk with you further about my qualifications.

Sincerely yours,

(Miss) Iwanta Goodjob

APPLICATION FOR EMPLOYMENT

Date ..... 19.....

NAME Mr. Mrs. Miss ..... Social Security No. .....
LAST FIRST MIDDLE

Married Women (Give Maiden Name) ..... Phone or .....

Address ..... Nearest Phone .....
NUMBER STREET CITY STATE

Previous Address ..... How long have you lived in this city .....
NUMBER STREET CITY STATE

Age Date of Birth ..... Height ..... Weight .....
MO. DAY YEAR FEET INCHES POUNDS

Where Were You Born .....
CITY STATE

Dependents or Number You Support ..... No. of Children ..... Ages .....

Do You Live With Parents ..... Board or Keep House ..... Single or Married ..... Widow(er) Divorced ..... Separated .....

Mate's Name ..... Where Employed ..... Occupation .....

What Serious Illness Have You Had? ..... Give Details and Date .....

What Serious Accidents or Operations Have You Had? .....

Have you Ever Had Tuberculosis ..... Nervous Breakdown ..... Vaccinated ..... Disfigured In Any Way .....

What physical defects do you have, such as Hernia, Heart Trouble, Kidney Trouble, High Blood Pressure, etc., which might prevent you from passing a physical .....

Art you willing to take a physical examination .....

Father's Occupation ..... How long has your father held persent position? ..... Name of Fathers' Employer .....

List Names of any organizations to which you belong, include Fraternities, Sororities, Lodges, Professional Societies or other groups .....

List any office machines or other equipment which you can operate and give amount of training or experience you have had on each. .....

What color are your eyes? .....

What color is your hair? .....

What is your complexion? .....

How tall are you? .....

How much do you weigh? .....

HOURS AVAILABLE FOR WORK

Mon.	To
Tues.	To
Wed.	To
Thurs.	To
Fri.	To
Sat.	To
Sun.	To

For what type work are you applying? .....

If someone advised you to seek employment here, give name .....

Have you ever made application for a bond which was refused? .....

Have you ever been arrested for any offense other than a minor traffic violation?

Are you looking for temporary employment of permanent employment? .....

Are you available for Full time work ☐ Part time work ☐

If part time, indicate maximum hours per week ..... and reason for seeking only part time employment .....

(See Reverse Side)

THESE REFERENCES ARE REQUIRED

State Reason for Inactivity Since Last Employment .....

Name Last Employer ..... Address .....

Employer's Business ..... Under Whom Did You Work ..... Kind of Work .....

Date Began ..... Starting Wages ..... Date Left ..... Wages Then .....
(MONTH AND YEAR) (MONTH AND YEAR)

Why Did You Leave? .....

Give Full Details .....

State Reason for Inactivity Between These Positions .....

Name Former Employer ..... Address .....

Employer's Business ..... Under Whom Did You Work ..... Kind of Work .....

Date Began ..... Starting Wages ..... Date Left ..... Wages Then .....
(MONTH AND YEAR) (MONTH AND YEAR)

Why Did You Leave? .....

Give Full Details .....

State Reason for Inactivity Between These Positions .....

Name Previous Employer ..... Address .....

Employer's Business ..... Under Whom Did You Work ..... Kind of Work .....

Date Began ..... Starting Wages ..... Date Left ..... Wages Then .....
(MONTH AND YEAR) (MONTH AND YEAR)

Why Did You Leave? .....

Give Full Details .....

Personal Reference
Name (Not Relative) ..... Address ..... Phone .....

Known How Long ..... Your Contact With Reference .....

Other Reference
Name (Not Relative) ..... Address ..... Phone .....

Known How Long ..... Your Contact With Reference .....

What experience or training have you had, which would help you in position for which you are applying?

.....

.....

.....

.....

Give personal reason for applying for this position with the ABC Company .....

.....

.....

.....

.....

In consideration of my employment, I agree to conform to the rules and regulations of the ABC Company, and my employment and compensation can be terminated, with or without cause, and with or without notice, at any time, at the option of either the company or myself and any funds owing the ABC Company may be withheld.

Applicant's Signature .....

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U S A YES ☐ NO ☐

IF RELATED TO ANYONE IN OUR EMPLOY. STATE NAME AND DEPARTMENT _____ REFERRED BY _____

LAST FIRST MIDDLE

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U S MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

Form 680-26 U S A

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

RESUME
Iwanta Goodjob
May 25, 1970

Personal data

Age:	17	Health Status:	Excellent
Height:	5' 9"	Telephone:	672-6337
Date of Birth:	6-16-53	Marital Status:	Single
Weight:	132 lbs.	Address:	325 Grove Blvd. Oklahoma City, Oklahoma 73115

Education

Townsend Elementary School

Jones Vocational High School I will graduate in June 1970. I am taking a business education curriculum in secretarial science studies. I have served as President of the Future Business Leaders of America, have maintained a "B" average, can type 62 words per minute, and can take shorthand at 110 words per minute.

Experience

General clerk: Model Shop of Oklahoma City, Oklahoma City, 1969

Part-time file clerk: Groves' Manufacturing Company, Oklahoma City, 1968

Part-time sales clerk during holiday season: Jay's Dress Shop, Oklahoma City, 1967

References (by permission)

Mr. John Doe, Personnel Director, The Welch Company, 415 Simpson Avenue, Oklahoma City, 73115

Mrs. Nita Martin, Office Manager, Model Shop of Oklahoma City, Oklahoma City, 73110

Mr. Joe Nedbalek, Vocational Guidance Counselor, Jones Vocational High School, 315 Whittle Boulevard, Oklahoma City, 73114

GENERAL OBJECTIVE # 4: TO BECOME FAMILIAR WITH AVAILABLE TRADE MAGAZINES, PUBLICATIONS, MEDIA, AND COMMUNITY RESOURCES

SPECIFIC OBJECTIVE	ACTIVITY
To be able to evaluate occupational materials	Establish criteria for the evaluation of occupational materials including date, source, purpose, and a place for remarks. This criteria should be used for guest speakers.
To become aware of occupational materials available in school and community	Visit and tour public library, school library, or industrial library. Invite resource persons (librarian and civic clubs' representatives). Send class representative to civic meetings to hear outstanding speakers and report to class members. Review film and filmstrip catalogs. Collect related material from civic organizations. Assign individual student reports. Occupational trends Labor statistics State and national trends Have students prepare occupational notebooks consisting of three (3) chosen professions with the following information: 1. Detailed information on the profession 2. Interview with someone in each chosen profession 3. Magazine and newspaper articles and pictures 4. Bibliography

EVALUATION	RESOURCE
Observe proficiency in evaluating occupational materials.	Library: Reader's Guide to Periodical Literature
Give specific library assignment to each student.	
Have student enumerate community sources of occupational materials.	Local Chamber of Commerce U. S. Post Office Industrial libraries in locality Chamber of Commerce of the United States Bell Telephone Company, Carol Suttles, School Coordinator Federal Bureau of Investigation
Study each student's effort based on his ability.	

GENERAL OBJECTIVE # 5: TO DEVELOP SKILL IN PERSONAL MONEY MANAGEMENT

SPECIFIC OBJECTIVE	ACTIVITY
To gain information concerning payroll deductions	Have students determine take-home pay from a given salary after deductions for insurance, tax, hospitalization, retirement, and Social Security.
To understand procedures for filing income tax	Obtain and have students complete sample state income tax form and federal income tax forms.
To develop an understanding of local tax structure	Discuss types and uses of local taxes. Secure tax forms from county assessor. Invite resource persons (mayor, county treasurer) to give talks on taxation.
To understand how to properly utilize banking services as a means to distribute and hold money	Explain and discuss the savings and checking accounts. Compare banks, loan companies, investment companies, and others. Invite resource persons from local banks. Plan field trip to local bank. Have class participate in activities and problems concerning proper banking procedures. 1. Check writing 2. Deposit slips 3. Loan applications 4. Safety deposit 5. After-hour depository 6. Traveler's checks 7. Certified checks 8. Government savings bonds 9. Withdrawal

EVALUATION	RESOURCE
Test student's ability to make proper deductions from a set salary.	Pamphlets: Money Management Series, Household Finance Corporation.
Test student's understanding of tax forms.	Helping Families Manage Their Money, 40¢, Superintendent of Documents, U.S. Government Printing Office.
Test student's understanding of local tax structure.	Consumers All, $2.75, Superintendent of Documents, U.S. Government Printing Office. Do You Know Your Economic ABC'S? 20¢, Superintendent of Documents, U.S. Government Printing Office.
Give objective test covering banking services.	
Observe student's use of banking procedures.	Managing Your Money, $1.00, U. S. Department of Agriculture, Division of Home Economics Federal Extension Service.

GENERAL OBJECTIVE # 5 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To acquire knowledge concerning credit and its proper use	Investigate and lecture on various types of credit. 1. Person-to-person 2. Charge accounts 3. Revolving accounts 4. Time charges 5. Bank borrowing 6. Credit unions 7. Mortgages 8. Federal loans (FHA, SBA, etc.) 9. Credit cards Class discussion on occasions when credit buying is advisable or not advisable: 1. To purchase a home 2. To purchase a car 3. To purchase necessary home equipment 4. Emergencies such as illness, death, damage to home or property, temporary loss of income, etc. 5. For unnecessary equipment or luxuries 6. When unable to meet payments Resource persons from bank, credit unions, etc. Discuss value of good credit rating. Students relate personal experiences in credit buying.
To be able to plan and prepare a budget	Each student keeps an expenditure record for a period of time (week, month). Overview by teacher on the need for a budget (financial plan). Prepare a budget using a fixed income (based on grade level).

EVALUATION	RESOURCE
Develop and give objective test on types and use of credit.	
	Credit card application blanks (Teacher's choice)
Use a case study or student proposed situation to prepare a financial plan based on a specific amount of money.	
	One-week study on budgeting, The National Consumer Finance Association.

GENERAL OBJECTIVE # 6: TO DEVELOP AN APPRECIATION OF THE VALUES OF OUR FREE ENTERPRISE SYSTEM AS RELATED TO OCCUPATIONAL CHOICE

SPECIFIC OBJECTIVE	ACTIVITY
To investigate the advantages and disadvantages of self- and salaried-employment	Make a survey of the community to determine types of self- and salaried-employment. Discuss duties and responsibilities of self- and salaried-employment as related to the community survey. Arrange a panel discussion on advantages and disadvantages of self- and salaried-employment. Invite resource persons (single proprietors and partners). Prepare "Occupational Interview Form" to interview self-employed and salaried-employed. (Pages 110 and 111) Assign student interviews with self- and salaried-employees.
To develop the appreciation of the freedom to choose one's occupation	Arrange a class discussion on the advantages of democracy over other forms of government as related to occupations. Invite resource persons (lawyers, judges, service group representatives). Require class to prepare bulletin boards.

EVALUATION	RESOURCE
Essay type test on the advantages and disadvantages of self-employed and salaried individuals. Compare: 1. Degree of responsibility 2. Size of investment 3. Consumption of time 4. Risk involved 5. Entry opportunity	Oklahoma Employment Security Commission, Research Division. Local Chamber of Commerce Local private employment agency
	Resource person Small business Farmer Big business (chain) Service occupations Waitress Beautician Barber Homemaker
Initiate informal class conversation and observe behavior.	
	Resource person School administrators Service groups American Legion Veterans of Foreign Wars
	Materials and films obtained from banks, loan companies, insurance companies, public utilities, Hi-Y, Girl Scouts, and Boy Scouts.

OCCUPATIONAL INTERVIEW FORM

GENERAL INFORMATION

Name_____ Occupation_____

Age: 20-30 30-40 40-50 above

Education:

Grade School (years)_____
High School (years) _____
Trade School _____
College (years) _____
College Degree _____
Major Subject _____
Special Training _____

Specific Information

1. What are the duties to be performed in the occupation?
2. Does the occupation have to do with people or things or both?
3. What are the facilities for obtaining the education and training for this occupation?
4. How expensive is it to prepare yourself?
5. What is the chance for advancement?
6. Are there special physical requirements as to age, height, build, or others?
7. Are the working conditions pleasant, healthful, and conducive to the best effort?
8. Are the hours of work reasonable and regular?
9. Is the work dangerous, and to what extent is it dangerous?
10. Is the work steady or seasonal? Might there be much overtime, night work, or rush work?
11. Is this field over-crowded?
12. What is the approximate beginning salary?
13. Will there be time and sufficient income for recreation and hobbies?
14. What satisfactions or rewards are derived other than a financial nature?
15. Is the occupation likely to change on account of new inventions, a change in public taste, or modern trends?

16. Can you change to some kindred occupation if necessary? To what would you turn?

17. What social relation to the community does the work have?

18. How does one get a job in this field?

19. Does this occupation require living in a certain locality?

20. Would you recommend this occupation to your son or daughter?

Appendix 64

TEACHER'S OVERVIEW TO INCOME TAX

Taxable income includes almost all items of income minus deductions and exemptions allowed by law. Amount of income tax is dependent upon three main factors:

1. Amount of income
2. Number of dependents claimed
3. The tax rate established by Congress

Individual income tax is computed on net taxable income and not gross income. Employee income tax is withheld along with Social Security taxes (F.I.C.A.) by the employer and paid to the government periodically. By April, the employee files a tax return, computes his tax, and either pays the balance due or receives a refund for any overpayment.

Each employee furnishes his employer a Withholding Exemption Certificate (one exemption for himself, one for his wife unless she also works and claims herself, and one for each legitimate dependent).

MODEL BUDGET[1]

Suggested Total Money Income	Per Cent 100
Food	17
Shelter	16
Fuel and utilities	4
Household operation	4
Furnishing and equipment	4
Clothing	6
Transportation	13
Medical care	5
Recreation and education	4
Gifts and contributions	2
Personal insurance	3
Income tax	18
Savings	4

[1]The Tulsa World, "Bridal Section," April 21, 1968.

Appendix 65

SOCIAL SECURITY TAX

The Federal Social Security Act, 1935, or Federal Insurance Contributions Act (F.I.C.A.) consists of the old-age, survivors, and disability insurance programs financed by taxes based on workers' earnings. Employers and employees share the F.I.C.A. tax equally. All employees must have F.I.C.A. taxes deducted from wages automatically each payday. Employers must send all money withheld from employees' wages, plus an equal amount as his own share of the tax, to the District Director of Internal Revenue or the Federal Deposit window of a bank. No withholding exemptions are allowed for Social Security. Wages earned over a certain amount determined by Congress are Social Security Tax exempt.

To obtain monthly payments for one's self and one's family or for one's survivors to receive payments in case of death, one must first have credit for a certain amount of work under Social Security. Maximum benefits are based on an individual's highest average earning during any ten-year period of his working life. The amount of old-age payments also depends on whether a retired individual applied for them at age 65 or earlier at age 62.

A person under age 65 with a physical or mental condition causing disability for over six months and expected to continue may apply for monthly disability benefits.

A survivor's lump sum death payment can be paid to a widow or widower living in the same household with the worker at the time of death, or the payment can go to pay the worker's burial expenses.

A retired person may earn up to a maximum determined by Congress or less in any one year without losing any Social Security benefits.[1]

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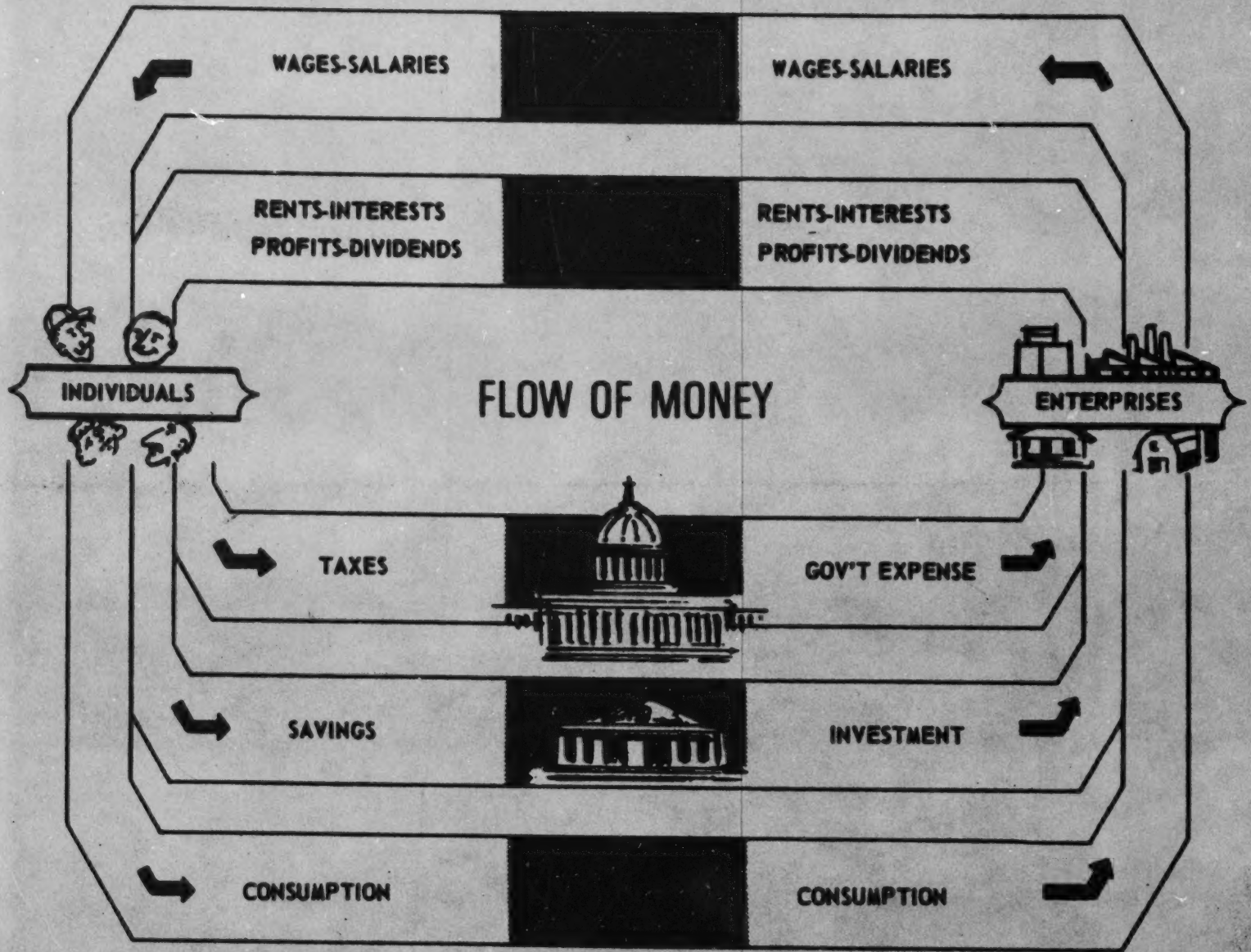
[1]Lawton, Murray, and Donald F. Fry, Medical Assistants, C.V. Mosby Co., St. Louis, Mo., 1967, pp. 219-231.

MODEL BUDGET[1]

Suggested Total Money Income	Per Cent 100
Food	17
Shelter	16
Fuel and utilities	4
Household operation	4
Furnishing and equipment	4
Clothing	6
Transportation	13
Medical care	5
Recreation and education	4
Gifts and contributions	2
Personal insurance	3
Income tax	18
Savings	4

[1]The Tulsa World, "Bridal Section," April 21, 1968.


WAGES-SALARIES
WAGES-SALARIES
RENTS-INTERESTS
PROFITS-DIVIDENDS
RENTS-INTERESTS
PROFITS-DIVIDENDS
INDIVIDUALS
FLOW OF MONEY
ENTERPRISES
TAXES
GOV'T EXPENSE
SAVINGS
INVESTMENT
CONSUMPTION
CONSUMPTION

Appendix H

Appendix 67 A

Dr. Hugh Lovell, Economic Education Center
Portland State University
April 26, 1974

WILL THERE BE ENOUGH JOBS TO GO AROUND?

The U.S. Department of Labor estimates that the "Total Labor Force" (that is everyone 16 years and over who is working or actively looking for a job) will increase from 85,903,000 in 1970 to 100,727,000 in 1980. Will there be enough jobs for the extra 14,824,000 people? The labor force in Oregon is expected to grow from an estimated 810,000 in 1970 to 931,000 by 1980. Will Oregon have new jobs for an extra 121,000 people? What about the fact that automation, computers, and new equipment make it possible for us to turn out more goods and services in less time, so much so that in 1970 the average worker could produce one-third more per hour than he produced in 1960. Will we have new jobs for the people who are replaced by new methods or new machinery? And what about headlines that talk about shortages of summer jobs for kids and shortages of year-round jobs for school teachers, college professors, and many other occupations?

These are interesting and important questions. The trouble is that not all of them deal with the same problem. Lets sort them out so that we can answer them one group at a time.

(1) One of the questions was about new jobs in Oregon. Will there be enough jobs for the extra 121,000 Oregon workers we expect to have by 1980?

The best answer here is that it depends on the demand for the goods and services that Oregon produces and sells to people in other parts of the United States and of the world. Take the town of St. Helens for example. One of the most important employers in St. Helens is a paper mill that sells its product all over the United States and perhaps all over the world. Not everyone who works in St. Helens works in the paper mill, but if the mill closed and the people who work in it moved away, then there would be less work for school teachers and doctors and storekeepers and policemen and other people who now produce goods and services that are purchased by the paper mill people. On the other hand, if the paper mill expanded it would mean new jobs, not only for paper workers, but also for school teachers, doctors, storekeepers, policemen and others.

We use the phrase "primary industry" to identify those industries which produce goods and services for sale to people who live in other places, and the phrase "secondary industry" to identify those who produce goods and services for sale to their neighbors. The economic rule is that when employment is primary industries grows, employment in

secondary industries tends to grow too. Some of the important primary industries in Oregon are agriculture, lumber and products, paper and products, clothing, rare metals, electronics equipment, and machinery. What is the outlook like for those industries between now and 1980? A good question but I haven't been able to find the answer. However, Oregon employment grew by 55% between 1947 and 1967 -- this is roughly 27% for each ten years. The estimate of labor force growth was just under 15%, so if past trends continue, we should be all right on that score.

(2) Then there were questions about shortages of jobs for particular groups of people: school teachers, college professors, people who have been replaced by machinery. The best answer here is to say that we have an economy that grows and changes. Growth and change brings with it a demand for more workers in some industries and occupations, and a demand for fewer workers in others. There isn't much need for cowboys or pony express riders or streetcar motormen anymore. The people who were once employed in those occupations were forced to fade away into retirement or unemployment, or to find new jobs in other occupations that were expanding. The demand for school teachers is slack now because our population of school age children, which had been growing very rapidly, isn't increasing very much at the moment. A school system that is faced with growing enrollment has to hire lots of new teachers. One that has a stable enrollment needs only enough new teachers to replace those who die or retire or leave for some other reason. The same thing has been happening to our demand for college professors. What makes the situation worse is that many would-be teachers and would-be college professors did not find out what was happening, or did not want to change their plans accordingly, with the result that our schools of education, which train teachers, and our graduate universities, which train college professors, continued to train about the same numbers of people as before. A good many of these people will not be able to find jobs as teachers or professors and, if they want to work at all, will have to look for jobs in other occupations. The same thing is true, of course, for workers who lose their old jobs because their employers go out of business, or because new machinery is introduced, or for any reason.

People who don't have jobs and are looking for work are unemployed. The unemployed include: people who have lost their jobs because their employers went out of business, people who lost their jobs because the working season has ended for the year, people who were laid off because of a lack of work or fired because they were guilty of misconduct on the job, workers (including would-be school teachers and college professors) who just finished a training program and are looking for work in that field, and teenagers who are looking for summer employment, for part-time employment, or full-time work.

Unemployment is not a disgrace. In 1969, an ordinary year, 13.2% of our full-year workers experienced one or two weeks of unemployment; 86.9% of the part-year workers (a group that would include students who wanted summer jobs) were unemployed for a while. In fact, nearly all economists think that some unemployment is necessary. How else are we going to move people out of declining areas into expanding ones, out of declining industries into expanding ones, out of declining occupations into expanding ones, and out of the world of school and into the world of work?

However, while some unemployment is necessary, the fact remains that we do have very serious unemployment problems for particular groups of people. Here are some statistics:

TABLE ONE, UNEMPLOYMENT RATES, 1970

All workers	4.9%
Operatives	7.1%
Non-farm laborers	9.5%
October 1969 rate for 1969 high school graduates not enrolled in college	11.4%
October 1969 rate for 1969 school dropouts	17.6%
Portland, Oregon	5.6%
San Francisco - Oakland	4.6%
Seattle, Washington	9.5%
Washington, D. C.	2.6%

		White	Negro and other
Males:	16 and 17 years	15.7%	27.8%
	18 and 19 years	12.0%	23.1%
	20 to 24 years	7.8%	12.6%
Females:	16 and 17 years	15.3%	36.9%
	18 and 19 years	11.9%	32.9%
	20 to 24 years	6.9%	15.0%

Source: Manpower Report of the President, 1971
Note: People who do not have jobs and are looking for work are counted as unemployed. People who do not have jobs and are not looking for work are not considered as part of the "labor force."

(3) So far we haven't talked about the great big question, the one about having enough jobs to take care of the 14,324,000 new people who will enter the labor force by 1980, not to mention new jobs for those who are going to be replaced by new methods or new machinery. The answer to this question is going to take us away from our conversation about moving

people from one place to another, or one occupation to another, or one industry to another, or from the world of school to the world of work. We must talk instead about the workings of the economy as a whole. To begin with let's talk about the three ways of measuring what the economy is doing:

(a) The first is called GROSS NATIONAL PRODUCT. In simplest terms, GNP is the amount of money it would take to buy all of the goods and services that our economy produced last year.

(b) The second measure is one that we have already used. It is the UNEMPLOYMENT RATE. To get it, we add up the number of people who have jobs, and the number who are looking for work, thus getting a total figure that we call the "Labor Force." If the unemployment rate is 5%, then 5% of the people in the labor force are looking for work.

(c) The third measure is the CONSUMER PRICE INDEX. The U. S. Department of Labor figures out how much it costs to buy a "market basket" of things based on what an ordinary four person family would probably buy during a year. If the cost of this market basket goes up 5%, then the CPI goes up 5%.

Our Gross National Product ultimately depends on how much our people decide to spend for goods and services. If they decide to spend more money for goods and services then our output of goods and service will go up and the GNP will go up. If they decide to spend less money for goods and services, then our output of goods and services will go down. Not all of this spending is done by the same people for the same reason. About two-thirds of it is done by consumers -- families and individual people who buy houses and cars and clothes and food. About 15% of it is done by businesses who buy new machinery and build new factories or who increase their inventories of finished goods or raw materials. The rest of the spending, about 24% of the total, is accounted for by federal, state and local governments. They spend for military purposes, for schools and highways, and for other governmental goods and services. (Government spending for social security and welfare purposes is not counted in GNP as such. When my father spends his social security check, the goods and services he buys are counted in with the rest of the consumer purchases.)

Now we said earlier that we are going to need jobs for 14,824,000 new workers by 1980. That is about 17% more jobs than we have now. However, our businesses and government are not going to need 17% more workers unless people are willing to spend <u>at least</u> 17% more so as to buy the goods and services that the new workers would produce. I say <u>at least</u> 17% more because we also have to think about the fact that the average worker is likely to be producing about one-third more in 1980 than he does now. On that basis we would need 17% more spending to

take care of additional jobs for the new workers and another 33% more spending to buy the additional goods and services that the existing workers will be able to make with the aid of new machinery and new methods. This works out to about 50% more spending and about 50% more goods and services than we have now.

Will we have 50% more spending in 1980? Maybe. If spending doesn't go up by 50% then our businesses and governments will cut down their output of goods and services and will employ fewer workers. If that happens, more people will be unemployed and the unemployment rate -- which is now 4.9% -- could get considerably higher. A high unemployment rate means that it is hard for almost anyone to find a new job: teacher, college professor, skilled worker laid off for lack of work, high school graduate looking for his first job, teenager looking for summer employment.

On the other hand, spending could go up by more than 50%! This could be a good thing. If spending did go up by more than 50% then businesses and government would increase their output by more than 50%. They would have enough orders to take care of the additional goods and services that the existing workers will be able to make with the aid of new machinery and new methods. They would have enough orders to take care of the 17% increase in the labor force. They would have enough orders to give jobs to some of the workers who are unemployed. The only trouble with this is that if spending goes up too much the businesses and governments may run out of unemployed workers and may run into shortages of raw materials or machinery or other resources. When that happens the Consumer Price Index begins to go up. That means political trouble for the party that is in power. It means economic trouble, and often real hardship, for people who are on fixed incomes.

Actually, what the Federal Government tries to do is to control the total amount of spending that takes place. Congress increases government spending on goods and services when it votes a higher federal budget, and it cuts back government spending on goods and services when it votes a lower one. Congress can influence business and consumer spending on goods and services too. Higher taxes and lower subsidies or social security payments tend to reduce business and consumer spending. Lower taxes and higher subsidies or social security payments tend to increase it. Business and consumer spending on goods and services is also influenced by a very important government agency, the Federal Reserve System. The "Fed" works in very complicated ways, but what it does is to use its control over the banking system to influence how easy, and how cheap, it is for businesses and consumers to borrow money. If it thinks we need more total spending, the "Fed" follows and "easy money" policy. Interest rates fall, loans are easy to get, businesses and consumers buy more goods and services. But if the "Fed" thinks we

need less total spending it follows a "tight money" policy. Then interest rates rise, loans are hard to get, and businesses and consumers buy fewer goods and services.

Will congress and the "Fed" be able to manage the economy so that there will be enough jobs in 1980, enough jobs for the 17% increase in the labor force, enough jobs for the workers who are producing more, enough jobs for some of the people who are now unemployed? Most economists are inclined to think so. After all, it is only going to require a 50% increase in our Gross National Product -- and our actual honest increase from 1960 to 1970 was 48.5% (honest because this amount includes price changes). Hitting the target right on the nose is another matter. Our unemployment rate was 5.5% in 1960, compared to 4.9% in 1970, and it wandered between 3.5% and 6.7% during the years between. Yearly changes in prices are a bit of a problem too. Prices went up 5.9% in 1970, compared to only 1.6% in 1960, and we seem to be having more trouble with them than we used to. What it may boil down to is that we will have to settle for somewhat higher rates of unemployment than we would like in order to keep our price increases under control. This would give us almost enough jobs to go around, all right, and difficult unemployment problems for people in declining areas, people with surplus or inadequate skills, people in minority groups, or people moving into the labor force for the first time.

Hugh G. Lovell, Director
Center for Economic Education
Portland State University
April 26, 1974

Economic Concepts from "Will there be enough jobs to go around?"

The labor force

Primary industries

Secondary industries

Occupational distribution of labor force

Changing demand for various occupations

Unemployment - reasons for

- need for

- unemployment rates

Gross National Product

Consumer Price Index

Aggregate demand (or total spending for goods and services)

- consumption spending

- investment spending (new plants and equipment)

- government spending for goods and services

Labor force growth

Increases in productivity

Inflation

Fiscal policy (changes in federal taxation and spending for the purpose of controlling rates of unemployment and inflation)

Federal Reserve System

- tight money policy

- easy money policy

Appendix 67B

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HOW GEORGE MITCHELL FITS IN

George Mitchell is a gummer machine operator.* He works in a paper products plant and his gummer machine is about as big as a house. He and his helper load one end of the machine with rolls of brown paper about three feet in diameter and about six feet long. They unload similar rolls at the other end of the machine, only now the paper is coated on one side with dry glue. Later on the paper will be sliced into two or three inch strips and wound onto small rolls and sold to stores and factories and people who want to use it for sealing cardboard boxes full of stuff. The work is pretty steady. George's wages and hours and working conditions and pension rights are all specified in a collective bargaining agreement between the Crown Zellerbach Corporation and his local of the Printing Specialties and Paper Products Union, AFL-CIO.

I am telling you about George Mitchell because I want you to know how he fits into our economic system. All of us, men, women and children, fit into the economic system somehow. We fit in as consumers because we all consume some goods and services that were produced by other people somewhere in the world. The economic system is interesting. It is good to know about because a person who understands it may be able to handle his own affairs to better advantage. It is important to know about so that we can support changes that might make it work better and work against changes that might make it work worse.

One: Let's begin with the gummed paper tape that George Mitchell helps make. Gummed tape is a pretty sophisticated product. Nobody could make it all by himself. It takes lots of people and a lot of equipment and a lot of coordination to cut trees and deliver them to the mill and make the paper and forge the steel and build the gummer machine and make the gum and slice and rewind the tape and deliver it to all the people who have cardboard boxes to seal.

What is true of George Mitchell and the tape is pretty much true of everything we make and use today. We live in a world in which most of us are specialists -- we operate gummer machines or repair automatic transmissions or deliver babies or run tug boats or work at other pretty unique jobs. Hardly any of us produce a whole product by ourselves.

We also live in a world that uses lots and lots of tools and machinery and equipment. Economists use the word "capital" to refer to all this stuff. They say we live in a "capital intensive" world because we use so much of it. Hardly any of us work without tools or machinery or equipment of any kind.

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* The gummer machine and the company are real, but George Mitchell is an imaginary person.

Because we are very specialized, and because we use lots of machinery and equipment (are very "capital intensive") we are able to produce things a lot better and faster than we did in the old days. One important result of this is that our average standards of living are a lot higher than they used to be. On the other hand -- and every silver cloud has a dark lining -- we are a lot more dependent on each other. George Mitchell's gummer machine will come to a smashing stop if people he has never seen stop providing him with paper, or if people he has never seen stop providing his machine with spare parts or with electricity, or if people he has never seen decide to tie up their cartons with string or wire instead of using gummed paper tape.

Things were a little different in the old days. Pioneers were self-sufficient folk. They cut their own trees, plowed their own land, grew their own food, made their own clothing and built their own houses. They were more dependent on the weather than on the outside world. They relied on horses and oxen and their own physical strength instead of on power tools and machinery.

Nevertheless, the pioneers were part of an economic system very much like ours. They got some of the things they needed from specialists -- millers and coopers and bakers and blacksmiths. They used tools and machinery -- wagons and plows and guns and looms -- wherever it was possible to do so. Pioneer standards of living were higher than they might have been because the pioneers did specialize, and because they did use various kinds of capital. At the same time, specialization forced the pioneers to trade with, and to depend on, people who they didn't even know to produce some of the things they needed and to buy some of the things they produced.

Two: George Mitchell works for the Crown Zellerbach Corporation. Crown Zellerbach owns its own trees and operates its own paper mills and manufactures hundreds of different products and sells them to buyers in many parts of the world. It employs about 28,000 people, sells about $1,000,000,000 worth of stuff a year, and owns plant and equipment and other assets worth about $1,030,000,000.

Crown Zellerbach is a reasonably big company as companies go, but it is only number 130 on Fortune magazine's annual list of the 500 biggest industrial companies. The biggest, General Motors, is twenty-eight times bigger than Crown Zellerbach in terms of sales. And together the 500 industrial companies on Fortune's list employ about 18% of the workers in the United States.*

* Fortune Magazine, My 1972, p. 154 ff., published annually.

Large enterprises are characteristic of all major companies in the world today. We find them in Russia and in China, in Italy and Yugoslavia, in Mexico and Brazil as well as in the United States. Many of the large enterprises in the United States, including Crown Zellerbach and American Telephone and Telegraph, are corporations. They are private businesses which sell stock to the public and which are controlled, at least in theory, by the votes of their stockholders.* Some of the large enterprises are government agencies like the U. S. Post Office, the Oregon State System of Higher Education, or the Bonneville Power Administration. Still others are voluntary associations like the Catholic Church, the American Red Cross or the Retail Clerks International Association, AFL-CIO. The point is that in many industries nowadays it takes large enterprises to do an efficient job of putting together the people and the machines and the raw materials needed to produce most of the goods and services we need. Economists refer to this by talking about "economies of scale".

Three: Almost all enterprises, large or small, have some primary mission in life. They exist to engage in collective bargaining, or to sponsor a symphony orchestra, or to provide roads and jails and other public services. In the United States most of the enterprises which produce goods and services are corporations and their primary mission is to earn profits. They hope to do this by selling the various things that they make for more money than it costs to make them. But regardless of mission, all enterprises want to make the best decisions they can about the raw materials and the labor and the machinery they are going to use and how they are going to fit them all together.

In the United States and many other countries, although not in all, these decisions are largely influenced by price. A corporation or a government agency or a church won't buy a new machine until they know how much it costs, how soon it will wear out, how much they will have to pay to borrow the money,** and how much the machine will produce. And if they are hiring a new employee, like George Mitchell, they will be thinking about his salary and how he compares with other candidates in terms of experience, training, skill and attitude.

In countries like ours, price also has a lot to do in deciding which resources are going to be used where. George Mitchell could operate the gummer machine, but he could go to work as a tuck-pointer. Tuck-pointing pays more, and it is outside work, but there is lots of climbing up and down and the job isn't very steady. George Mitchell is staying at Crown Zellerbach for now, but if gummer machine wages go down, or tuck-pointing wages go up, then George might quit Crown Zellerbach and go to work for a tuck-pointing company instead. Or,

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* In many cases there are thousands of stockholders, no one of whom holds very much stock. In such cases it is easier and more logical for a dissatisfied stockholder to sell out than to try to vote in new corporate officers.

**Or how much interest they will lose if they spend their own money.

if he has the time and money and interest, George Mitchell might enroll in a training program that would equip him to work at a completely different kind of job -- one that was more interesting or paid higher wages or offered better opportunities for advancement. This could be a wise decision if George chose a growing field, one where demand is great and workers are scarce and wages are rising. It could be a disaster if he chose a declining field, one where workers were plentiful, demand was shrinking and wages were falling.

The same price-system works with other resources too. An old office building gets torn down in favor of a parking lot. Why? Because the parking lot operator can earn more money from the land and is willing to pay a better price for it. Later the parking lot may give way to a gas station, the gas station to a drive-in restaurant, and the drive-in to an apartment house or a government office building. In any case the general rule is that the enterprise that can earn most from a particular piece of land will be willing to pay the most for it and will get the use of it.*

Four: Private businesses also have to pay lots of attention to the prices of things they sell. If the price of gummed paper tape falls, or if warehouses begin bulging with the stuff, Crown Zellerbach had better tell George Mitchell to turn off the gummer machine. But if customers begin to bid up the price, and begin to buy the warehouses empty, then Crown Zellerbach should think about buying more gummer machines and hiring more gummer machine operators.

This process holds true within a company, like Crown Zellerbach, that makes many products. Why should it produce lots of gummed paper tape, and sell it at a loss, when it could produce more paper towels instead and sell them at a profit? If people and businesses decide to buy more towels and less tape George Mitchell may have to change his job. He may even lose it.

The process also holds between companies and between industries. The big gas shortage in the spring of 1974 made lots of people think twice about buying big cars. Factors and car lots began filling up with big cars that no one wanted to buy. Prices for such cars began to sag. Auto companies that specialized in making such cars began to lose money. They had to close factories and lay off workers. And, as quickly as they could, they tried to adjust production schedules to make more little cars and fewer big ones. At the very same time, small-car manufacturers were having a field day. Their cars sold like hot cakes. Prices were firm. Profits were rising. They had to hire more workers. Their profits went up and so did their ability to enlarge their factories and improve their equipment.

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* This ignores all kinds of governmental restrictions on the use of land.

In this way paper products companies and automobile companies and other private businesses are encouraged and forced to adjust their production schedules and their products to meet the changing demands of their various customers.

Associations and government agencies don't react in this same way to changes in demand. Government agencies don't usually sell their products. Neither do associations. Their ability to survive depends, in the last analysis, on how willing tax payers or members are to give them money so they can buy the resources they need to carry out their mission. Some associations, some government agencies, and some businesses do run out of money and are forced out of business. This is the system's way of telling them that they aren't worth as much as they cost, that we want to use resources for other things, that we don't need them any more.

Five: George Mitchell works to earn money. He wants money so that he and his family can buy the things they want or need. The Mitchells will, of course, adjust their purchases so that they get as much enjoyment as possible for the money they spend. Why spend $1 on carrots, which no one likes, when they could spend $1 on broccoli, which everyone enjoys. However, if the price of broccoli goes to $2 a pound, there will be carrots on the Mitchells' table tonight. The Mitchells, like corporations, associations and government agencies, keep their eyes on the prices of things when they decide what to buy.

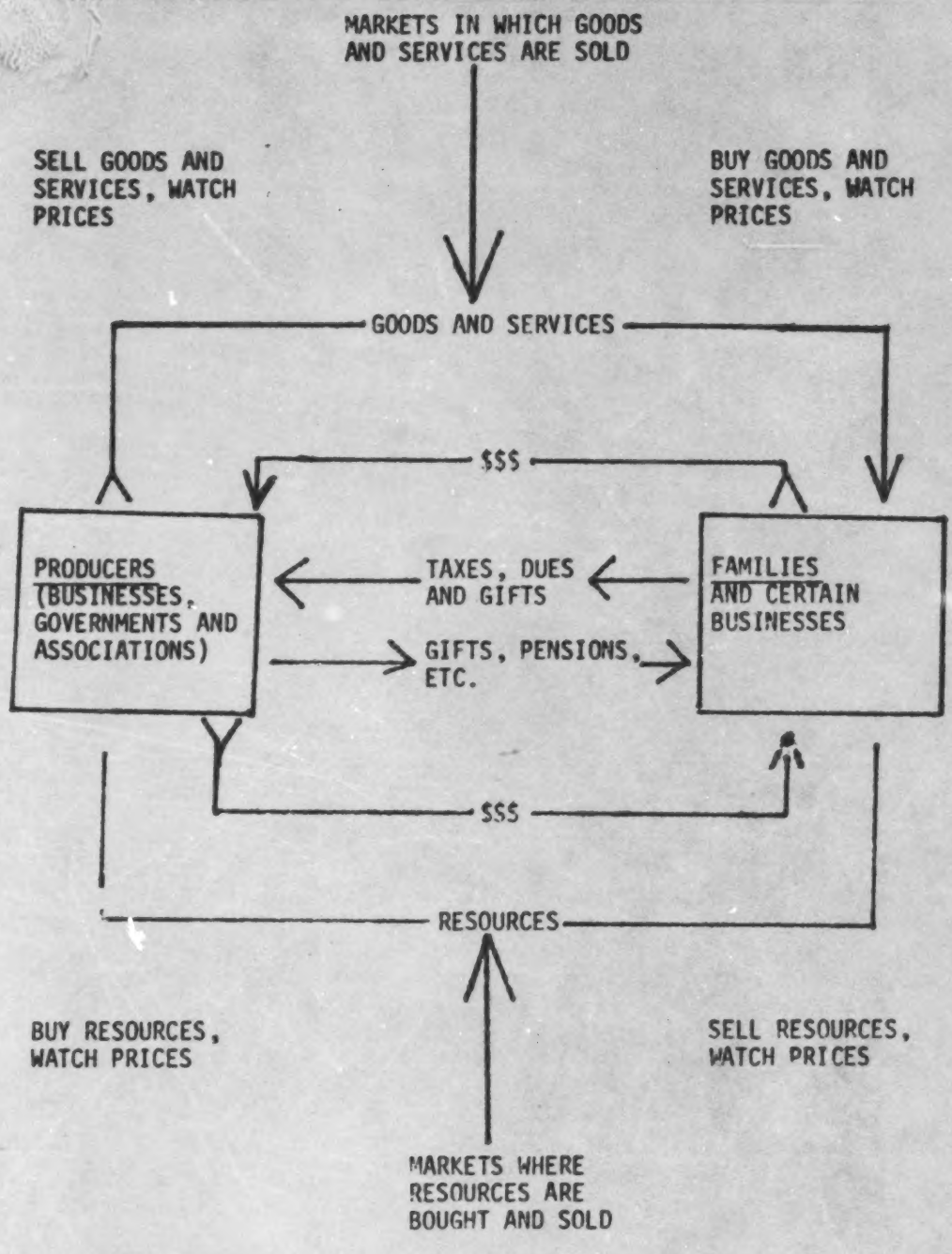
The Mitchell share of the good things of life depends in large part on how much money they receive from wages or other sources. Some of our families have very high incomes and can buy lots of expensive things. Others have very low incomes and can barely scrimp by. In the mid-1970's the typical (median) family received about $12,000. However, 6% of the families received less than $3,000, and another 6% received $30,000 or more.

Six: Here is a diagram which summarizes what I have said so far. (See page 6).

Seven: So much for the overall picture. Now for some commonly asked questions, and some economist-type answers to them.*

What about waste and pollution? People and enterprises tend to waste resources that they get for free (or less than cost). The cure is to make people pay for what they waste or destroy. The bottle deposit law helped the bottle pollution/waste problem by making it worthwhile for people to bring bottles back to the store. Let's have more laws like that.

* These are not my own personal answers. They are written here to stimulate discussion.


MARKETS IN WHICH GOODS AND SERVICES ARE SOLD
SELL GOODS AND SERVICES, WATCH PRICES
BUY GOODS AND SERVICES, WATCH PRICES
GOODS AND SERVICES
$$$
PRODUCERS (BUSINESSES, GOVERNMENTS AND ASSOCIATIONS)
TAXES, DUES AND GIFTS
FAMILIES AND CERTAIN BUSINESSES
GIFTS, PENSIONS, ETC.
$$$
RESOURCES
BUY RESOURCES, WATCH PRICES
SELL RESOURCES, WATCH PRICES
MARKETS WHERE RESOURCES ARE BOUGHT AND SOLD

What about the production of "drugs" and other "bads"? The economic system isn't supposed to distinguish between "goods" and "bads". It is only supposed to produce things that will sell at a profit. We attempt to deal with this by prohibiting some "bads", like drugs, and by taxing others, like liquor and cigarettes. This doesn't work entirely because some people want drugs and cigarettes enough to pay producers and distributors a profitable price for them.

What about excessive profits? Profits are like bait. Bait isn't the important thing, it's the fish we catch that count. If things work as they should (and they don't always) excessive profits for one product will encourage other firms to make that product and the excessive profit will disappear due to lower prices. Profits for the 500 industrial corporations on Fortune's list actually averaged 9.1% of stockholders equity in 1971. This may be too high or too low but it doesn't change much.

What about the poor? Who can afford to pay a worker more than the value of what he produces? Most of our poor people are too old, too sick, or have too many children to work, or if they work, they cannot produce very much of value. This isn't an economic problem, it is a political one. The political solution is to increase taxes on rich and middle income people to give higher incomes and better training to the poor.

What about big business and monopoly? Medium size enterprises seem to be more efficient than very large or very small ones. How about making the big businesses smaller and the small ones bigger?

What about high taxes and waste in government? These are political problems. The economic choice is between higher taxes and better government services, and lower taxes and worse ones. Some people argue that people would be better off if they paid higher taxes and used the money for more parks and schools and museums and things.

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Economic Concepts from "How George Mitchell Fits In"

Collective Bargaining Agreement
Economic System
Producers

Consumers
Specialization
Capital
Capital Intensive
Dependence/Interdependence
Standards of Living
Large Enterprises
Corporations
Economies of Scale
Voluntary Associations

Role of Price in influencing decision on:

1) what resources to buy
2) what resources to use where
3) what products an enterprise should make
4) which industries should expand or contract
5) which enterprises whould close down
6) what a family should buy
7) how much a family can buy

Circular flow diagram

Problems of

- waste and pollution
- productions of "bads" instead of "goods"
- excessive profits
- poverty
- big business and monopoly
- high taxes and waste in government

Parkrose - Pre Test

Appendix 68

NAME:_____

ECONOMICS CLASS:_____

Pretest DATE:_____

1) The amount of goods and services that a family can afford to buy is called
   a) its wealth
___ b) its money income
   c) its real income
   d) its resources

2) Working hours have been reduced in the United States primarily because
   a) the productivity of workers has increased
___ b) the government has issued more paper money
   c) the American worker is content with a low standard of living
   d) the desire for leisure has resulted in less production

3) What is meant by the saying that every economic system faces the fact of scarcity?
   a) there aren't enough resources to satisfy all the wants of a society
___ b) there are times when some products only sell at high prices
   c) in the beginning every society faces shortages

4) The limit of an economy's real output at any time is set by
   a) business use of goods and services
___ b) the use of labor, capital and natural resources
   c) government regulations and government spending
   d) the amount of money in circulation

5) If we want Oregon to grow and prosper we should
   a) produce everything we need right here so we won't have to buy from outsiders
___ b) produce as much as we can for sale outside of Oregon so as to bring money into the state
   c) buy outside products whenever they are cheaper than ours and sell our products outside whenever we can

6) In the United States, decisions as to what goods and services shall be produced are generally based on
   a) government plans
___ b) engineering estimates about what the country needs
   c) costs and prices
   d) traditional ways of doing things

7) Our type of economy is sometimes referred to as capitalism because
   a) capital is used for production
___ b) capitalists receive most of the income
   c) private ownership of capital is one of its characteristics
   d) all capital is owned by the government

8) All economic systems face similar problems. Which one of the following questions would some but <u>not all</u> economic systems face?
   a) what will be produced and how
___ b) how markets can be kept competitive
   c) how many resources to devote to the production of new capital equipment
   d) for whom goods are to be produced

9) In a private enterprise economy the main objective of businessmen is

a) to provide good jobs and pay reasonable wages
___ b) to secure government regulations favorable to business
c) to try to earn profits
d) to provide high quality products

10) The best single measure of the total economic output of the United States is

a) gross national product
___ b) the total amount of take-home pay
c) the consumer price index
d) the index of industrial production

11) Which of the following declines during a depression?

a) family spending on consumer goods and services
___ b) business spending on new plants and equipment
c) government spending on goods and services
d) all would decline

12) The Federal Government should probably increase taxes, reduce government spending, or both, during a period of

a) inflation
___ b) severe unemployment
c) depression
d) high employment

13) The largest component of the money supply in the United States is

a) government bonds
___ b) coins
c) Federal Reserve Notes
d) checking accounts at banks

14) Most workers who lose their jobs

a) move into other jobs
___ b) become permanently unemployed
c) depend on long-term government assistance
d) obtain employment in government jobs

15) Three out of every four workers in the United States found their jobs

a) from newspaper want ads
___ b) through private employment agencies
c) the government employment service
d) by talking to friends, relatives and potential employers

16) Young workers often move frequently from one job to another. However, for the labor force as a whole the average job lasts for about

a) two years
___ b) four years
c) eight years
d) twelve years

17) How does the unemployment rate for teenagers, aged 16 to 19, compare with the unemployment rate for the labor force as a whole?

a) about the same
___ b) twice as high
c) three times as high
d) four times as high

18) In recent years employment has increased most rapidly in

a) goods-producing industries
___ b) the transportation industry
c) service industries
d) agriculture

19) Which of the following groups are referred to as blue-collar workers?

a) farmers and farm managers
___ b) craftsmen, machine operators and laborers
c) writers, policemen and firemen
d) lawyers, accountants and engineers

20) The percentage of women who are working for pay or looking for work has been

a) increasing
___ b) decreasing
c) staying the same

21) Most states require work permits in order to

a) make sure that young people do not work unless their parents approve
___ b) to help enforce laws that prevent young people from working long hours or on dangerous jobs
c) to permit an accurate statistical count of employment and unemployment among young people
d) to keep young people from taking jobs from older ones

22) The labor organization which collects an individual worker's dues is called

a) a local union
___ b) an international union
c) a labor federation
d) a trades-union congress

23) Which of the following is the <u>least</u> common reason for which workers get fired?

a) inability to do the work
___ b) laziness
c) refusal to follow instructions
d) frequent absence or tardiness

24) A typical collective bargaining agreement between a union and an employer spells out detailed rules and regulations about

a) wages and hours
___ b) fringe benefits and pensions
c) when workers can be discharged or laid off for lack of work
d) all of these things

25) The highest wages and the steadiest employment are found in occupations that involve

a) easy but disagreeable work
___ b) physical exertion
c) high education
d) manual dexterity

26) Compare the lifetime earnings of a male high school graduate with someone who graduated from college. The college graduate's lifetime earnings would probably be

a) $50,000 more
___ b) $100,000 more
c) $150,000 more
d) $200,000 more

27) Money invested in an education can be looked at in much the same way as money invested in an apartment house or in a tractor. We hope that the annual income from the education, the apartment house or the tractor will work out to a high annual percentage of the original investment. As a general rule, the extra earnings from a four-year college education work out to a return of

a) 5%
___ b) 10%
c) 20%
d) 30% of the original investment

28) Which one of the following items is the <u>most</u> <u>expensive</u> part of a college education?

a) room and board
___ b) books and supplies
c) fees and tuition
d) money that the student would have earned if he had gone to work instead of going to school

HOW TO PREPARE FOR AND PARTICIPATE IN

A JOB INTERVIEW

INTRODUCTION

"Can I apply?" "Do you have an opening?" "I want a job."

These are words spoken by people who didn't get the job. Interviewing for a job is a technique which must be learned and mastered.

The interview is the "moment of truth." It is a personal meeting with the employer in which he estimates not only your ability to do the job, but evaluates you as a person. If you want the job you must impress the employer. If you want to impress the employer, you must practice the techniques of the job interview.

HOW TO PREPARE FOR AND PARTICIPATE IN A JOB INTERVIEW

Concept

Since most jobs are secured by personal interview with an employer, it is necessary to know how to prepare for and participate properly in the interview in order to gain the desired job.

Purpose

Someday you will buy a car. You will not buy the car as a favor to the car dealer, but because it is something you want, something you need, something that will make your life most pleasant and efficient. An employer hires you for the same reasons. He is not trying to do you a favor. You are something he needs. Just as you would buy the car if it suits your desires and needs, he will hire you if you suit his desires and needs. Just as the car dealer tries to make the car as attractive as possible so that you will buy it, you must make yourself as attractive as possible so that the employer will buy your services.

The job interview is the opportunity to display yourself. Do it in a manner that will make the employer want to buy "the product".

Preparation for the job interview

Before you can actively take part in a job interview, you must prepare certain information and be aware of certain requirements. For example, the employer may want to know your social security number. He may ask you for personal references. You must have this information ready and available. Also, a successful interview will more likely result if you have fulfilled certain requirements. Arriving on time, dressing properly, and being polite are some of these requirements.

The purpose of the following information is to help you prepare the necessary materials and understand the necessary requirements.

PREPARING FOR THE JOB INTERVIEW

The information on this sheet is a summary of the other materials you have completed. Read it carefully. It should be of assistance to help you organize yourself in preparation for the job interview.

1. You must gather all necessary information and papers.

   A. A well-prepared pre-employment data sheet will have the needed information--Social Security number, educational record, list of references, etc.

   B. If you are living with your parents, you will probably need information about them: Name (correctly spelled), date of birth, occupation.

      Note: Having this information available should favorably impress the employer. It will tell him things about you before he even speaks to you--you are organized, business-like, and constructively aggressive.

2. Know what kind of job you are seeking and the necessary qualifications for that job.

   A. Apply for a particular job. Do not go to a job interview looking for "just a job". If you do you will have no idea of the needed qualifications. You will then be on the defensive because you won't have any organized "brag power" with which to convince the employer that <u>he needs you</u>!

   B. Having completed your "self-inventory", you should be aware of your job qualifications. However, each employer may be looking for other specific qualifications. It will be to your advantage to find out what they are. How? Talk to somebody who works for the company. Write a letter to the boss (in a small company) and ask what the qualifications are. In a large company contact the personnel director. Can you think of any other means to find out what the qualifications are?

3. Learn what you can about the company and its policies before going to the interview. Having a knowledge of the company and its policies will help convince the employer that you are sincere in seeking that job.

   A. Talk to present employees.

   B. Write to the business and ask for information.

4. Make yourself attractive.

   A. You are selling a product--yourself. Make the product look like something the employer will buy.

   B. For <u>all</u> job interviews you should be neat, clean, and well groomed. Your dress will be determined by the type of job you are applying for. If in doubt, ask someone whose opinion you respect.

   C. For First Impression, the "Wrapping" is as important as the "Product" inside.

PREPARING FOR AND CONDUCTING THE JOB INTERVIEW

1. Interviews are used for the following:
   A. To seek employment--a job.
   B. To seek information about a job to find out if you are suited to that kind of work; what the qualifications are; how to succeed; education necessary; etc. The object of the whole interview is to make a contact--a friend and therefore you should devote all your ability and personality so that you will be remembered and make it possible to return.
   C. To be in line for a future job.
   D. To create jobs.
2. State all facts and questions in such a manner that you get a (yes) answer. If you can get the employer to think in a positive (yes) manner, he will tend to say yes to your request for a job.
3. Try to know what kind of an answer your question will bring.
4. Never suggest anything negative about yourself.
5. Watch the reaction of your words on the man you are talking to.
6. People or persons are never interested at first. You must interest them.
7. Keep in mind that you have something to give, not get. Have your services to sell and know what they are. Know how you can be of value to his firm.
8. An objection to you, in most cases, may not be the real reason for not hiring you.
   A. When an employer gives you an objection such as: There are no openings, or we are taking no applications,
   B. Merely, agree with him and go into your sales talk. For example: I realize, Mr. Jones, that you are not taking applications, but I wanted very much to meet you--get acquainted--make this contact, etc.

BEFORE STARTING OUT TO LOOK FOR WORK, BE SURE:

1. Your appearance is as attractive as you can make it. (Be conservative, not flashy.)
2. Skin--clean and clear.
3. Teeth--carefully cared for.
4. Hair--neatly and becomely dressed.
5. Hands--nails clean.
6. Clothing--clean, free from spots, pressed, and carefully repaired; collars, handerkerchiefs, and shoes clean. Dress suitable for the work you are applying for.
7. Jewelry--nothing gaudy or showy--avoid advertising pins and those suggesting political or religious preference.
8. You have money for any unforeseen situation such as extra carfare, lunch, etc.

WHEN YOU GO TO INTERVIEW AN EMPLOYER:

1. Arrive at your destination in time to be calm and self-possessed.
2. Ask for the person whom you wish to interview.
3. Remain outside a private office until you are asked to enter.
4. Show no impatience while you are waiting.
5. Enter room in a quiet, self-possessed manner. If the employer is busy, do not interrupt; wait until he is through.
6. Introduce yourself (present card of introduction if you have one). State briefly your reason for calling. Look at the person with whom you are conversing.
7. Remain standing until you are asked to be seated. Do not lean on anything.
8. Sit comfortably--do not slouch. Try to avoid signs of nervousness.
9. Hold your hands quietly in your lap.

10. Make no attempt to read private material.
11. Show no interest in conversation not directed to you.
12. Let the employer do most of the talking.
13. Smile now and then, whether you want to or not.
14. Answer all questions clearly and truthfully.
15. Avoid the use of slang.
16. Do not attempt to argue or joke with the employer.
17. Be sure that persons whose names you give as references are willing to act in you capacity.
18. Respect the right of the employer to interview other applicants before making his decisions.
19. Remember that an offer of employment by the employer gives you the right to know definitely--the kind of work you are to do, hours of service, salary, and other details which might influence you in accepting or refusing the position.
20. Remember that courtesy is always an asset.
21. Whether you get the job or not, say "Thank you, Mr. _____", when you leave.

THINGS TO REMEMBER THE FIRST DAY ON THE JOB

1. Be ahead of time.
2. Listen to all instructions carefully.
3. Keep notes of everything you are told to do.
4. Be friendly to all fellow employees.
5. Be careful not to monopolize fellow employees' duties.
6. Learn stock.
7. Watch fellow employees' methods of doing things.
8. Study everyone and everything.
9. Observe people's reactions to your methods of doing things.
10. Don't talk too much about yourself, be conservative yet friendly.
11. Don't try to grasp everything at once; proceed slowly but thoroughly.
12. Be systematic in what you do.
13. Don't be too familiar with the Department Heads.
14. Watch results of your work; look for opportunities to improve.
15. Watch personal appearance.
16. When you make a mistake, report it to the one in charge and learn how to do it right.
17. Don't converse with fellow employees while on the job.
18. Don't watch the clock.
19. Learn the location of main departments as best you can.
20. Learn organization rules and regulations.
21. Know what is expected of you and do it.
22. Get enough rest so you can do your job cheerfully.
23. Don't be in a hurry to leave at the end of the day. Help clear away the stock.
24. Don't ask unnecessary questions; think for yourself.
25. When you go out to lunch, make a mental resume' of what you were told to do in the morning.
26. Be enthusiastic about your work.
27. Be extremely courteous.
28. Don't forget to smile.
29. Enunciate clearly.
30. Learn the names of the Department Heads.
31. Keep stock neat.
32. Watch fellow employees' mistakes and see that you do not make them.
33. Be alert; don't lean against the things giving the impression that you have nothing to do.
34. Keep bodily clean.
35. Keep busy.
36. Be prompt in returning after lunch.
37. Be patient.

Questions You May Be Asked*

Frank S. Endicott, Director of Placement at Northwestern University, has made a study of the questions most often asked during employment interviews. If you know what these questions are, you can think out the answers in advance. The following are some of the questions frequently asked by ninety-two companies.

1. Are you looking for a permanent or temporary job?
2. In what type of position are you most interested?
3. What do you know about our company?
4. Why do you think you might like to work for our company?
5. Why do you think you would like this particular job?
6. What qualifications do you have that make you feel that you will be successful in your field?
7. What are your ideas on salary?
8. In what school activities have you participated? Why? Which did you enjoy the most?
9. What extracurricular offices have you held?
10. How do you spend your spare time? What are your hobbies?
11. What courses in school did you like best? Least? Why?
12. How did you spend your vacations while in school?
13. What jobs have you held? How were they obtained and why did you leave?
14. What are your future vocational plans?
15. How much money do you hope to earn at age thirty? Thirty-five?

No one employer is likely to ask all fifteen of these questions. You may also expect to be asked other questions. But these fifteen give you some idea of what you are likely to be asked when you apply for work.

* "How to Get the Job", by Mitchell Dreese.

Good Tactics**

1. Apply for a specific kind of opportunity. One personel director says any applicant who asks, "Have you an opening?" should be answered, "Yes. Over there. Please close it on the way out."
2. Present evidence of your ability to undertake the work, or at least to learn it adequately and quickly.
3. Have valid, honestly thought-out and felt-out reasons for wanting to work for the particular company because you know about the company, its products, its reputation, its competitors, and its probable future.
4. If you want to work with other people, be sure you have and can demonstrate the ability to give and to get cooperation.
5. Remember there is no place in industry for an unreliable man, no matter how gifted he may be.

Developing an opening probably depends on following up your strategy with good tactics. Beware of confusing a good trick with good tactics. Originality may, or may not, be either. Certainly it seldom can be both.

** "Successfully Finding Yourself and Your Job", by F. Alexander Magoun

Pacific Northwest Bell

Application for Employment

Appendix 70

Office Use Only
Date Employed _____
Title _____
Salary _____
City _____

Personal Data

Date _____

Name (Print) Last First Middle

Residence Address Number and Street City State

Date of Birth Social Security No. Telephone No. Message No.

"The Age Discrimination in the Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age."

Have you ever been convicted of a violation of the law, other than minor* traffic violations?
*Non-moving violations such as infrequent parking tickets.

If so please explain fully

Do you have a valid driver's license? ☐ No ☐ Yes Number State

Education

Name of School	City & State	Main Subjects Studied	Last Grade/Degree Completed	Mo. & Yr. Started	Mo. & Yr. Compl.
Elementary					
Jr. High					
High					
J. C.					
College					
Other					

Name names under which you attended school or were employed

School or Campus activities and honors won
(Exclude Organizations, the name of which indicates race, creed, color or national origin of its members)

Military Service Record

United States Armed Forces

Draft Classification Can you produce your DD214 ☐ Yes ☐ No

Date of Entry		Pay Grade at Discharge	
Date of Discharge		Rate or Specialty	
Active Duty Periods		Technical Training	
Reserve Service		Type of Discharge	

Kind of work desired

What created your interest in the Telephone Company? (Newspaper Ad, Radio, Friend, etc.)

An Equal Opportunity Employer

All qualified applicants will be considered for employment without regard to race, color, creed, religion, sex, age or national origin. Any applicant may notify the Equal Employment Opportunity Commission, the Federal Communications Commission or other appropriate agency, if they believe they have been discriminated against. -61- Please Fill Out Reverse Side Of Form

Record of Employment

(Do Not List Military Service)

List Your Jobs Starting With the Last Job Held	Position Held & Department	Name & Title of Immediate Supervisor	Date Employed Mo. & Yr.	Date Leaving Mo. & Yr.	Wage or Salary
Firm Name					Start
Street Address					End
City State Zip Tel. No. Name under which employed if different					
Why did you leave?					
Firm Name					Start
Street Address					End
City State Zip Tel. No. Name under which employed if different					
Why did you leave?					
Firm Name					Start
Street Address					End
City State Zip Tel. No. Name under which employed if different					
Why did you leave?					
Firm Name					Start
Street Address					End
City State Zip Tel. No. Name under which employed if different					
Why did you leave?					

The Telephone Company has an obligation to its customers to employ those who will maintain the security of its service, and whose contacts with customers will maintain public confidence. To achieve these objectives, the Company may conduct investigations including verification of prior employment history and education. By signing this application you authorize the Company to make these investigations, and you indicate your awareness that false statements or failures to disclose information may be sufficient to disqualify you for employment, or, if employed, may result in your dismissal.

I understand that, as a condition of my employment with Pacific Northwest Bell as a regular employee (or reclassification to a regular employee from an initial designation as "temporary"), I must pay or tender – by means of payroll deduction – amounts equal to the periodic membership dues of the particular Union Local, if any, having jurisdiction over my work and title classification.

Signature of Employee

Date

App. 10

PARKROSE SCHOOL DISTRICT #3

Portland, Oregon 97220

Administration Office
10636 N. E. Prescott Street
Phone: 252-3411 (Area Code 503)

TEACHER AIDE APPLICATION

Date of Application _____
Date Available for Duty _____
Social Security Number _____

PLEASE PRINT OR TYPE THIS FORM

Name (Mr. / Mrs. / Miss) _____
Last First Middle Maiden

Present Address _____ Phone _____
Street City State Zip

Permanent Address _____ Phone _____
Street City State Zip

Present position or status _____

Date of birth _____ Sex _____ Age _____ Height _____ Weight _____
Single _____ Married _____ Widowed _____ Separated _____ Divorced _____
If married, give name of spouse _____
Spouse's occupation? _____
Spouse's employer? _____
Number and ages of children, if any _____

Aside from opportunity for employment, what prompts your interest in this kind of work?

_____

Check the special skills you have from the following list. After each checked item briefly describe your training.

_____ Art _____
_____ Music _____
_____ Home Economics _____
_____ Physical Education _____
_____ Operation of Audio Visual Equipment _____
_____ Typing W. P. M. _____
_____ Operation of Duplicator _____
_____ First Aid _____

EDUCATION TRAINING

	NAME OF SCHOOL/COLLEGE	CITY AND STATE	DATES OF ATTEND.	DEGREE & YEAR GRANTED	MAJOR FIELD OF STUDY	MINOR FIELD OF STUDY
SENIOR HIGH						
COLLEGE AND/OR UNIVERSITY						

WORK EXPERIENCE

DATES FROM	DATES TO	NAME OF EMPLOYER	LOCATION	NO. OF YEARS	RATE OF PAY	TYPE OF WORK	REASON FOR LEAVING

REFERENCES

NAME	ADDRESS	OFFICIAL POSITION

Travel (give dates and places) _____

HONORS RECEIVED _____

HOBBIES _____

Have you ever been convicted of any unlawful acts? _____ If yes, explain fully _____

I certify that the information provided is a true and complete statement of my personal record to date.

_____
SIGNATURE OF APPLICANT

In all cases the immediate supervisor or principal is responsible for interviewing and hiring.

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Agg. IV

REFERENCES:

RELATIVES:

NAME _____ RELATIONSHIP _____
ADDRESS _____ PHONE _____
OCCUPATION _____

NAME _____ RELATIONSHIP _____
ADDRESS _____ PHONE _____
OCCUPATION _____

REFERENCES OTHER THAN RELATIVES:

NAME _____ NUMBER OF YEARS YOU HAVE KNOWN _____
ADDRESS _____ PHONE _____
OCCUPATION _____

NAME _____ NUMBER OF YEARS YOU HAVE KNOWN _____
ADDRESS _____ PHONE _____
OCCUPATION _____

NAME _____ NUMBER OF YEARS YOU HAVE KNOWN _____
ADDRESS _____ PHONE _____
OCCUPATION _____

OTHER:

FAMILY DOCTOR _____ ADDRESS _____ PHONE _____
BROTHERS AND SISTERS NAMES AND AGES _____

COURSES IN SCHOOL (Major emphasis of study) _____
G.P.A. _____

PERSON TO CALL IN CASE OF EMERGENCY:
NAME _____ ADDRESS _____ PHONE _____
LIST ALL CHILDHOOD-ILLNESSES YOU HAVE HAD _____

PRE-EMPLOYMENT DATA SHEET
(Print all information)

PERSONAL INFORMATION:

NAME _____ SOCIAL SECURITY NUMBER ____/____/_____

ADDRESS _____ SEX _____ AGE _____

Number Street BIRTH DATE _____ Ht. ___ Wt. ____

_____ PLACE OF BIRTH _____

City County State Zip Code City State

HOW LONG AT PRESENT ADDRESS _____ PHONE _____ PHONE NUMBER FOR MESSAGES _____

PREVIOUS ADDRESS _____ HOW LONG AT PREVIOUS ADDRESS _____

_____

LIST ALL MAJOR OPERATIONS OR ILLNESSES FOR THE PAST FIVE YEARS.

_____

DRIVERS LICENSE NUMBER _____

DESCRIBE ANY PHYSICAL DEFECTS, IF ANY, WHICH MIGHT LIMIT YOUR EMPLOYABILITY.

_____

_____

_____

LIST HOBBIES AND INTERESTS _____

LIST ALL SPECIAL SKILLS (Office machines, foreign languages, etc.) WHICH YOU HAVE.

_____

EDUCATION INFORMATION:

TYPE OF SCHOOL	NAME OF SCHOOL	ADDRESS	DATE FROM	DATE TO	GRADE COMP.	GRADUATE YES	GRADUATE NO
GRADE SCHOOL							
JR. HIGH SCHOOL							
HIGH SCHOOL							
COLLEGE DAY-NIGHT							
OTHER							

EMPLOYMENT INFORMATION:

EMPLOYMENT FROM	TO			
		EMPLOYER	CITY, STATE, ZIP	
		NO. & STREET	PHONE	SALARY
		REASON FOR LEAVING		
EMPLOYMENT FROM	TO			
		EMPLOYER	CITY, STATE, ZIP	
		NO. & STREET	PHONE	SALARY
		REASON FOR LEAVING		
EMPLOYMENT FROM	TO			
		EMPLOYER	CITY, STATE, ZIP	
		NO. & STREET	PHONE	SALARY
		REASON FOR LEAVING		

Appendix 74

HOW TO PREPARE

and

WRITE A RESUME'

Information Sheet #2

Oregon State Employment Service
Department of Employment

WHY PREPARE A RESUME'

1. Because the resume' has proven itself to be one of the most effective job-hunting tools.

2. Because using the resume' in job searching is standard practice. This is especially true for professional, scientific, executive, and managerial positions. Many employers recognize the value of the resume' as a means of securing qualified employees.

3. Properly prepared, a resume' helps you to "get a foot in the door." Often it is the deciding factor in whether or not you get an interview.

4. Resumes can save you time by eliminating purposeless interviews with employers not in the market for your job qualifications. A resume' can be mailed to a number of prospective employers, many more than you could possibly visit.

5. Preparation of a resume', in itself, will help to organize your job campaign. It will start you thinking methodically about your qualifications and opportunities. Assembling all the facts about yourself will increase your self-assurance, build your confidence for the crucial personal interview with an employer. You can discuss your capacities with an employer without fumbling for dates and significant facts. You can avoid overselling and understatement.

6. Finally, after you have concluded your job interview, your resume' can remain with the employer--a visual reminder of you.

EVALUATION SHEET

WHY WRITE A RESUME'

DIRECTIONS: This evaluation is exactly like Why Prepare a Resume'. Read each reason and check those reasons you do not think are important enough to take the effort to write a resume'. Explain the reasons that you check.

1. ( ) Because the resume' has proven itself to be one of the most effective job-hunting tools.

   Explain: _____

2. ( ) Because using the resume' in job-searching is standard practice. This is especially true for professional, scientific, executive, and managerial positions. Many employers recognize the value of the resume' as a means of securing qualified employees.

   Explain: _____

3. ( ) Properly prepared, a resume' helps you to "get a foot in the door." Often, it is the deciding factor in whether or not you get an interview.

   Explain: _____

4. ( ) Resumes' can save you time by eliminating purposeless interviews with employers not in the market for your job qualifications. A resume' can be mailed to a number of prospective employers, many more than you could possibly visit.

   Explain: _____

5. ( ) Preparation of a resume', in itself, will help to organize your job campaign. It will start you thinking methodically about your qualifications and opportunities. Assembling all the facts about yourself will increase your self assurance build your confidence for the crucial personal interview with an employer. You can discuss your capacities with an employer without fumbling for dates and significant facts. You can avoid overselling and understatements alike.

   Explain: _____

6. ( ) Finally, after you have concluded your job interview, your resume' can remain with the employer--a visual reminder of what you covered during the interview.

   Explain: _____

RESUME' PREPARATION FORM 1

I PERSONAL CHARACTERISTICS (Who are You?)

DIRECTIONS: Take a good, honest look at yourself. You are going to ask an employer to buy your services. Be sure you know what you are selling. Complete all the information asked for. Later you will decide what information you will use in your resume' and what you will not use.

IDENTIFYING INFORMATION:

Name_____ Birth Date: Month____ Day____ Yr.____

Address_____

Parent's Name_____

Parent's Address_____

Father's Occupation_____

PHYSICAL INFORMATION:

Height____' ____" Health: ( ) Excellent, ( ) Good, ( ) Fair
Weight_____lbs. Physical Defects_____

APPEARANCE:

Dress ( ) neat and clean ( ) sloppy and dirty
Comments:_____
_____
_____

Grooming ( ) Hair kept combed and cut, shoes shined, nails cared for.
( ) Hair uncombed, usually need hair cut, shoes need shining, nails uncared for.
( ) Bathes regularly.
( ) Bathes on occasion.

Physical Appearance ( ) I am concerned about my physical appearance and make an effort to keep myself clean and neat.
( ) I am not concerned about my physical appearance, the way I look is my business.

SOCIAL CONDUCT AND ATTITUDES

Note: The following words will help to describe you. If you do not understand a word, look it up in the dictionary. If you still don't understand, ask the instructor. Check those words that apply to you.

( ) ADAPTABLE ( ) AGGRESSIVE ( ) TACTFUL ( ) CHEERFUL ( ) DEPENDABLE
( ) TOLERANT ( ) COOPERATIVE ( ) POLITE ( ) RETICENT ( ) PUNCTUAL

USE THE BACK OF THIS SHEET TO ADD ANY OTHER PERSONAL CHARACTERISTICS THAT YOU THINK ARE IMPORTANT TO LIST.

II EDUCATIONAL BACKGROUND (What Do You Know?)

DIRECTIONS: Educational background is very important if you have had little or no work experience. You will not record all your classes or your grades on your final resume', but it is important that you list them here to see what you have accomplished. This will help you to make some judgements as to what you are prepared to do.

SCHOOLS ATTENDED:

Name of School_____ Dates Attended_____to_____
Name of School_____ Dates Attended_____to_____
Name of School_____ Dates Attended_____to_____
Name of School_____ Dates Attended_____to_____

HIGH SCHOOL COURSES TAKEN:

List the courses you have taken and the grades received this year.

Which subjects did you like best? Why? If necessary, use the back of this sheet to explain why you like a particular subject.

Subject_____
I liked it because_____

Subject_____
I liked it because_____

Subject_____
I liked it because_____

CONTINUE OTHER SUBJECTS ON THE BACK OF THIS SHEET

Which Subjects did you like least? Why?

Subject_____
I disliked it because_____

Subject_____
I disliked it because_____

CONTINUE OTHER SUBJECTS ON THE BACK OF THIS SHEET

EXTRACURRICULAR ACTIVITIES (list also hobbies and interests outside school)

_____

_____

SPECIAL SKILLS (list all skills you have learned in and out of school)

_____

_____

RESUME' PREPARATION FORM 3

III WORK EXPERIENCE (What Have You Done?)

DIRECTIONS: List all jobs you have done--no matter how simple they may seem to you. Some jobs might only indicate that you are willing to work. WILLINGNESS TO WORK IS A VERY IMPORTANT QUALIFICATION. You may not be able to answer all the questions for each job you have had.

JOB TITLE:_____

Give details of the job duties:_____

_____

_____

Why were you hired for the job?_____

_____

What did you like most about the job? Why?_____

_____

_____

What did you dislike about the job? Why?_____

_____

_____

What special skills or talents did you develop on the job that you could apply to another job?_____

_____

_____

How long did you work on this job?_____

Why did you leave the job?_____

_____

Could you obtain a good reference from your employer? If "yes," give his name, address, and phone number.

Employer's name_____
Employer's address_____
Employer's phone number_____

Each job will require you to complete a separate work experience form.

RESUME' PREPARATION FORM 3

V PERSONAL REFERENCES (Why Should You Be Hired?)

DIRECTIONS: The resume' advertises that you have a product for sale--YOURSELF. To make the product most attractive, you want someone who is respected and trusted to speak favorably for the product (yourself). Those persons are called "Personal References." You must be selective in choosing your personal references: (1) Be sure they have something good to say about you. (2) Be sure they are respected and trusted people so that their word might be accepted. You should have at least three personal references. ASK THE PERSON IF YOU MAY USE HIM (HER) FOR A REFERENCE.

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

INFORMATION SHEET #3
Oregon State Employment Service
Department of Employment
(date of resume')

JOHN HAVILAND
826 Tenth Avenue
Santa Ana, Calif.
LAmbert 8-1136

OCCUPATIONAL GOAL: Ultimate - Labor and Industrial Relations
Immediate - Personnel Clerk or Interviewer
Time and Motion Study
Production Control Clerk
Payroll Clerk

EDUCATION: University of California at Los Angeles
BA February 1972 Major: Labor Management

Major Subjects	Minor Subjects
Business Organization	Accounting
Business Management	Economics
Industrial Psychology	Humanities
History of Labor Unions	
Job Analysis	Extracurricular Activity:
Time and Motion Study	Industrial Relations Society
Personnel	Intramural Activities
Internship	

Honors: Phi Beta Kappa

SUMMER AND PART-TIME EXPERIENCE:
6-72 to 9-72 - Jomet Metal Products, 120 Spring St., Santa Ana
Part-time assistant payroll clerk.
6-71 to 9-71 - Western Auto Stores, 8213 4th Ave., Santa Ana
Part-time stock clerk; assisted manager in waiting on trade

MILITARY STATUS: National Guard. Requires weekly evening meeting and 15-day encampment annually. Obligation will be completed 1974

SPECIAL SKILLS: Typing - 50 words per minute
Burroughs & Marchant Business Machine (biller)
Chauffeur's license
Radio operator, License X-1245
Read and speak Spanish fluently

PERSONAL DATA: Date of Birth 4/4/48
Married--No children
Height--6'1" Weight--180 lbs.
Willing to accept work anywhere in the United States.

REFERENCES:

Mr. Henry A. Neff, Prof.
School of Business Management
UCLA, Los Angeles, Calif.

Dr. John O. Ryan
3455 Woodburn Ave.
Santa Ana, Calif.

Mr. J. L. Schapp
General Chemical
Santa Ana, California

Oregon State Employment Service
Department of Employment

INFORMATION SHEET #4
(date of resume')

THOMAS S. GREAVES
857 Mongrove Ave.
Los Angeles, Calif.
EXmont 3-4693

GENERAL MANAGER
EXECUTIVE ASSISTANT
CREDIT MANAGER

GENERAL BACKGROUND

Twenty years of business experience in the field of office and credit management and accounting. Have set up office procedure and installed systems of all types, including those for machine accounting, payroll records, credit, and order control. Worked in close contact with sales departments which necessitated setting up systems for the handling of sales statistics, commission records, and market analysis.

EXPERIENCE

1958 - 1972 Jackson P. Phillips, Inc., Los Angeles, Calif. OFFICE MANAGER
Distributors of Coated Papers

Started as credit manager. Set up systems of credit and control, to facilitate handling large orders on a brokerage basis, and for the many smaller accounts controlled through the firm's own warehouse. Developed and placed in operation a system of procedures and records whereby the credit for both methods of sale could be handled by the existing clerical staff. At the end of the first year of the operation, the losses dropped and never exceeded ½ of 1% on a volume of sales reaching well over 2 million dollars a year.

At the end of the second year was appointed Office Manager and Executive Assistant to the President. Responsibilities covered:

- Supervision of credit and collections
- Supervision of accounting operations.
- Originating and installing office systems, procedures, order and inventory control
- Sales analysis, costs, expenses
- Supervision of traffic, warehousing and delivery operations.
- Personnel management
- Selection and purchase of office equipment.
- Correspondence, contracts.

1956 - 58 Interstate Credit Service Corp., OFFICE MANAGER
San Francisco, California
Credit Consultants and Collectors

Responsible for reorganization of office with staff of 55 office workers. Revised and developed procedures; organized office layout for better flow of work, reorganized supervision; instituted training in order to achieve maximum efficiency. The handling of 5300 accounts necessitated the installation of standard procedure in all departments and the reorganization of the control systems.

1952 - 56 H. F. Smith Co., Sacramento, Calif. EXECUTIVE ASST. to GENERAL MGR.

Responsibilities were concerned with the installation of uniform office systems for 10 branch offices throughout eastern United States. This included the execution of company credit policy and collection. Also in charge of publication of monthly house organ for branch managers. Responsible for coordination and analysis of branch reports of sales and inventories.

Prior Employment: Accountant and credit manager for National Jewelers, Inc., and Hobson's Retail Credit Corp.

INFORMATION SHEET #5
Oregon State Employment Service
Department of Employment
(Date of resume')

HAROLD W. COLTON
304 Oak Street
San Francisco, California
PRospect 8-8765

OBJECTIVE: Sales Executive

SALES PROMOTION - Devised and supervised sales promotion projects for large business firms and manufacturers, mostly in the electronics field. Originated newspaper, radio, and television advertising and co-ordinated sales promotion with public relations and sales management. Analyzed market potentials and developed new techniques to increase sales effectiveness and reduce sales costs. Developed sales training manuels.

As sales executive and promotion consultant handled a great variety of accounts. Sales potentials in these firms varied from $100,000 to $5,000,000 per annum. Was successful in raising the volume of sales in many of these firms 25% within the first year.

SALES MANAGEMENT- Hired and supervised sales staff on a local, area, and national basis. Established branch offices throughout the United States and developed uniform systems of processing orders and sales records. Promoted new products as well as improving sales of old ones. Developed sales training program. Developed a catalogue system involving inventory control to facilitate movement of scarce stock between branches.

MARKET RESEARCH - Devised and supervised market research projects to determine sales potentials, as well as need for advertising. Wrote detailed reports and recommendations describing each step in distribution, areas for development and plans for sales improvement.

SALES - Retail and wholesale. Direct sales to consumer, jobber and manufacturer. Hard goods, small metals and electrical appliances.

ORDER CLERK - Received, processed, and expedited orders. Trouble shooter. Set up order control system which was adopted for all branches.

FIRMS

1963 - 1972	B. B. Bowen Sales Development Co., San Francisco, Calif.	SALES EXECUTIVE
1952 - 1963	James Bresher Commercial & Industrial Sales Research Corp., Oakland, Calif.	SR. SALES PROMOTION MGR.
1946 - 1952	Dunnock Brothers Electronics Co., San Francisco, Calif.	ORDER CLERK, SALESMAN, SALES MGR.

EDUCATION - University of California, B. S. 1942, major, Business Adm.

PERSONAL DATA - Birthdate, January 4, 1920, Married, 3 children

SAMPLE RESUME' (1)

INFORMATION SHEET #6
(Date of resume')

JOHN DOE
Rt. 1, Box 89
Dayton, Oregon

864-3000

OCCUPATIONAL GOAL: Ultimate - Mechanic
Immediate - Gas Station Attendant

PERSONAL INFORMATION: Date of Birth - 4/12/54
Height - 5'8" Weight - 152 lbs.
Enjoy working with people; limited mechanical experience, but anxious to learn more.

EDUCATION: Attending Dayton High School
Anticipated date of graduation - June 1973

Related Subjects taken or presently enrolled in:

Voc. Orientation
Ag. Shop 1, II
Gen. Business
Bookkeeping
General Math
Eng. I, II, III
P.E. I, II, III

Extracurricular Activities:

Football and Basketball
Letterman's Club
Spanish Club

Hobbies and Interests:

Working on cars
Building Model Airplanes
Music

WORK EXPERIENCE (Summers and Part-time):

1966 - 1970 -- Capital Journal Paper Route. Increased subscriptions from 41 to 78

Summers 1971 -- Picked all row crops. Continuously worked for Mr. Tom Brown.

Summers 1972 -- Farmer's helper for Jack Smith. Operated and helped maintain farm equipment - grease, change oil, change tires, and make minor repairs.

PERSONAL REFERENCES:

Mr. Jack Smith, Farmer
Rt. 1, Box 60
Dayton, Oregon

Mr. Joe Henry, Teacher
Dayton High School
Dayton, Oregon

Mr. William Black, Banker
First National Bank
Dayton, Oregon

HOW TO USE YOUR RESUME'

A good resume' will be an important job-getting tool. When you are searching for a job, USE YOUR RESUME'. Here are some suggestions on how you can use the resume' to "land a job."

1. Make a careful selection of firms that may be interested in your background and for which you would like to work. Don't be concerned about the number of persons to whom you send your resume'. The larger the mailing, the better the number of responses.

2. Always carry copies with you when you report for an interview.

3. Give copies to friends, acquaintances and associates who may be in a position to "hear of something."

4. Leave copies with the local employment service and private employment agencies.

5. Use the resume' in answering newspaper and magazine advertisements.

6. Don't use an out-dated resume'. Always included your last position of employment. Always include added education.

Appendix 75

HOW TO WRITE A

COVERING LETTER

Information Sheet #1

POINTERS IN WRITING A COVERING LETTER

Always enclose a Covering Letter when you mail out a resume'. Your major purpose is to interest an employer in hiring you. The first step is to get him to read your resume'. So keep these facts in mind when writing your Covering Letter:

1. Address your letter to a specific person by name when possible.

2. The first twenty words are important. They should attract the reader's attention and interest.

3. Tell your story in terms of the contribution you can make to the employer.

4. Be sure to refer to your resume'. It gives the facts.

5. Use simple, direct language and correct grammar. Avoid hackneyed expressions, and of course, type neatly on standard white paper (8½ x 11).

6. Keep it short. You need not cover the same ground as your resume'. Your letter should sum up what you have to offer and act as an "introduction card" for your resume'.

7. Let your letter reflect your individuality, but avoid appearing aggressive, overbearing, familiar, "cute", or "humorous". You are writing to a stranger about a subject that is serious to both of you.

8. With local firms take the initiative in suggesting that <u>you</u> telephone for an interview.

NOTE HOW THE COVERING LETTER ON INFORMATION SHEET #2 FOLLOWS THESE DIRECTIONS.

Information Sheet #2

SAMPLE COVERING LETTER

July 4, 1972

Mr. Ralph Brown, Owner
Texaco Service Station
P. O. Box 1040
Dayton, Oregon 97114

Dear Mr. Brown:

The enclosed record of successful work experience and guided training in mechanics and business may be of interest to you in your service station operation.

My mechanical experience has been broad, starting as a hobby under my father's direction through classroom instruction in high school and then to actual field experience on a farm.

While I have had some practical business experience, most of my business knowledge has been through excellent instruction in a business oriented course of study in high school.

I would appreciate it if you would read the resume' and will take the liberty of telephoning you next week to arrange for an appointment.

Thank you for your interest.

Sincerely,

John Doe

Appendix A

GUEST SPEAKER EVALUATION WORKSHEET

1. Did the speaker use words that you could understand?_____

2. Did he make his subject interesting?_____

3. List some things you learned from his visit._____

_____

_____

_____

_____

4. What would you have him do differently?_____

_____

_____

_____

5. Would you want a speaker like him to talk to you about something of interest to you?

_____

_____

_____

_____

Appendix M

Appendix [redacted] FIELD TRIP INFORMATION WORKSHEET

Destination and location of field trip _____

_____

List five things you are to look for and learn through this field trip.

_____

_____

_____

_____

_____

What occupations did you observe during field trip?

_____

_____

_____

_____

List anything you learned about any of the occupations listed above as a result of the field trip._____

_____

_____

_____

Do you think the field trip helped you to learn more about occupations?

_____

Would you like to go on a similar field trip?_____

Appendix 77

Appendix

PARENT INTERVIEW AND OCCUPATION VISIT WORKSHEET

Appendix 8C

Parent Interview

Occupation of Parent _____

List at least three activities of parent's occupation _____

_____

_____

_____

Location of parent's work _____

Training or educational requirements _____

Amount of experience required for entry _____

Advancement opportunities _____

_____

_____

Occupation Visit

Date of Visit _____

List at least three things you observed people doing while working _____

_____

_____

Describe the working conditions _____

_____

_____

_____

Appendix ● (Page 2)

Give reason why you would or would not want to work in this occupation.

_____

_____

_____

_____

_____

_____

1.0

HOW MANY LOAVES OF BREAD CAN YOU BAKE IN AN HOUR?

Today a group of connected machines baked 13,000 loaves of bread in one hour. It would have taken grandma from five to six hours to bake four or five loaves, or about 1 1/4 to 1 1/2 hours a loaf. The machines we saw today baked more bread in an hour than grandma could have baked in her whole life. Today our mothers don't have to spend one or two days each week in the kitchen baking bread.

In most large bakeries today, bread is made automatically from start to finish. Some bakeries are as large as two football fields. The bakery we saw today was in a three-story building. Flour and other baking ingredients go in one end of a group of connected machines, disappear from sight, and come out on the other end as fully baked bread, ready for cooling, wrapping and delivery.

Flour is brought into large silos by freight cars. Then computers take over. The flour is directed by one computer into an inside silo. The second computer directs flour into mixers. At the same time, a "brew" is made of yeast, liquid lard, liquid sugar, and liquid softener to keep the bread fresh after packing. The brew is then placed in a special room to rise. After it has risen a certain amount of flour is added to the brew, and a special machine spins the doughy mixture around until it reaches a certain texture. It is next conveyed to a molding machine.

Molding machines get the right amount of dough needed for each loaf of bread. Then the machine drops that amount of dough down a conveyor into another group of machines. This machinery flattens the ball of dough, shapes it into a loaf, and drops it into a pan. After a certain amount of time, conveyors carry many of these pans of dough to big ovens. Upon a certain signal, thousands of loaves are baked. Conveyors take the bread to coolers, to bread slicers, and then to automatic wrappers and baggers.

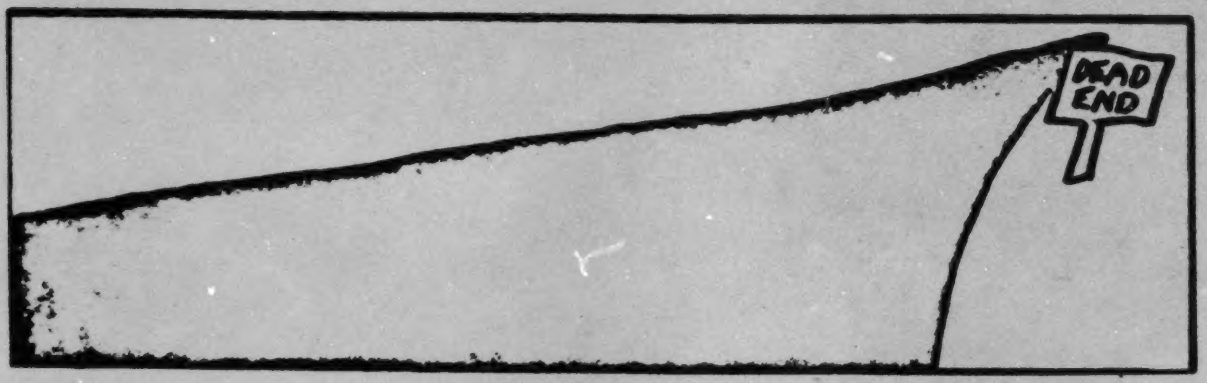
But this isn't all. Wrapped bread travels by conveyor belts to the loading areas where trucks stand in line to take fresh-baked bread to grocery stores, restaurants, etc. This seems simple enough.

But it isn't so. Each machine had to be designed to fit into other machines, in a conveyor system. The formula used in making the bread had to be discovered, and even the wheat which was to be turned into flour had to be chosen.

* Open Doors: School-Business Partnerships
20 West 40th St., New York, N. Y. 10018

Appendix 85

END OF THE ROAD FOR THE MIGRANT HARVESTERS*



Carlos Mendosa, a migrant crew leader, saw the tomato combine coming towards him:

"I suppose we all knew these things were coming," he said. "We had heard about them, but somehow you can't believe it until you see it. It is part of the beginning of the end for us hand and vegetable pickers."

"Isn't that sad?" we said. "After all, there are close to 300,000 workers."

"Maybe so, but look at what took place. It seemed machinery to harvest fruits and watery vegetables had the eningeers stopped. These crops usually cannot take rough handling. They also ripen at different times during the growing season. But these things only slowed down the bright boys."

*Open Doors: School-Business Partnerships
20 West 40th St., New York, N. Y. 10018

"Out there," he pointed, "you see their newest discovery. They made a tomato that will ripen at the same time and can take rough handling. Now, they are trying to build a machine that can tell the difference between green and red tomatoes. They have shaking machines that can clean a cherry tree in 3 minutes and a harvesting machine that can pick four rows of lettuce at a time. I have heard that God of these machines can harvest all the lettuce now grown in the world. Now, you tell me, where does the hand vegetable and fruit picker go from here?"

Carlos Mendosa's question is important for today. Machinery was not important in 1950. There were a great many children, migrants and Mexicans to do the work. Hand labor was cheaper than machinery. This is not true today. There are fewer workers for the farm now. People don't want to be "stoop" workers. The 200,000 Mexican workers can no longer come into the United States. The Mexicans had lived in barracks. They did not bring their families with them. The Americans want to live with their families. They want better homes and field conditions.

The wages of the American farm workers are going up. They get paid $1.33 an hour.

There was a need for more harvesting machinery. As a New England farmer said:

"We have ordered a blueberry combine. Most of the money we spend is on wages for workers, and we can't afford any more. Machinery is the only way we can keep costs down."

There are still jobs for vegetable and fruit workers. But the need for workers is going down. What can be done for these workers? There is some hope for retraining them. But many of the retraining jobs are in the area of farming. The training programs are not that good in the rural areas. They do not have the schools and the equipment to retrain them. The migrant worker usually has a very low level of education. He can only be retrained for low-skilled and menial jobs.

The Manpower Development and Training Act of 1962 (MDTA) is the main group for retraining farm workers. One group of 500 Mexican-Americans and other low-skilled people are being given on-the-job training on ranches and farms, in wineries, and in food-processing plants. The program has aiso relocated and found work for 13,000 workers and their families.

Carlos Mendosa's fear is real. Many migrants will pick their last crops in the next ten years. The dollar costs will be great if the unemployed harvester is to be retrained. Otherwise, he will join the large numbers of untrained people on the way to the city.

*Focus for discussion: By S. Stowell Symmes, Director of Curriculum, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N. Y. 10036.

Appendix 87

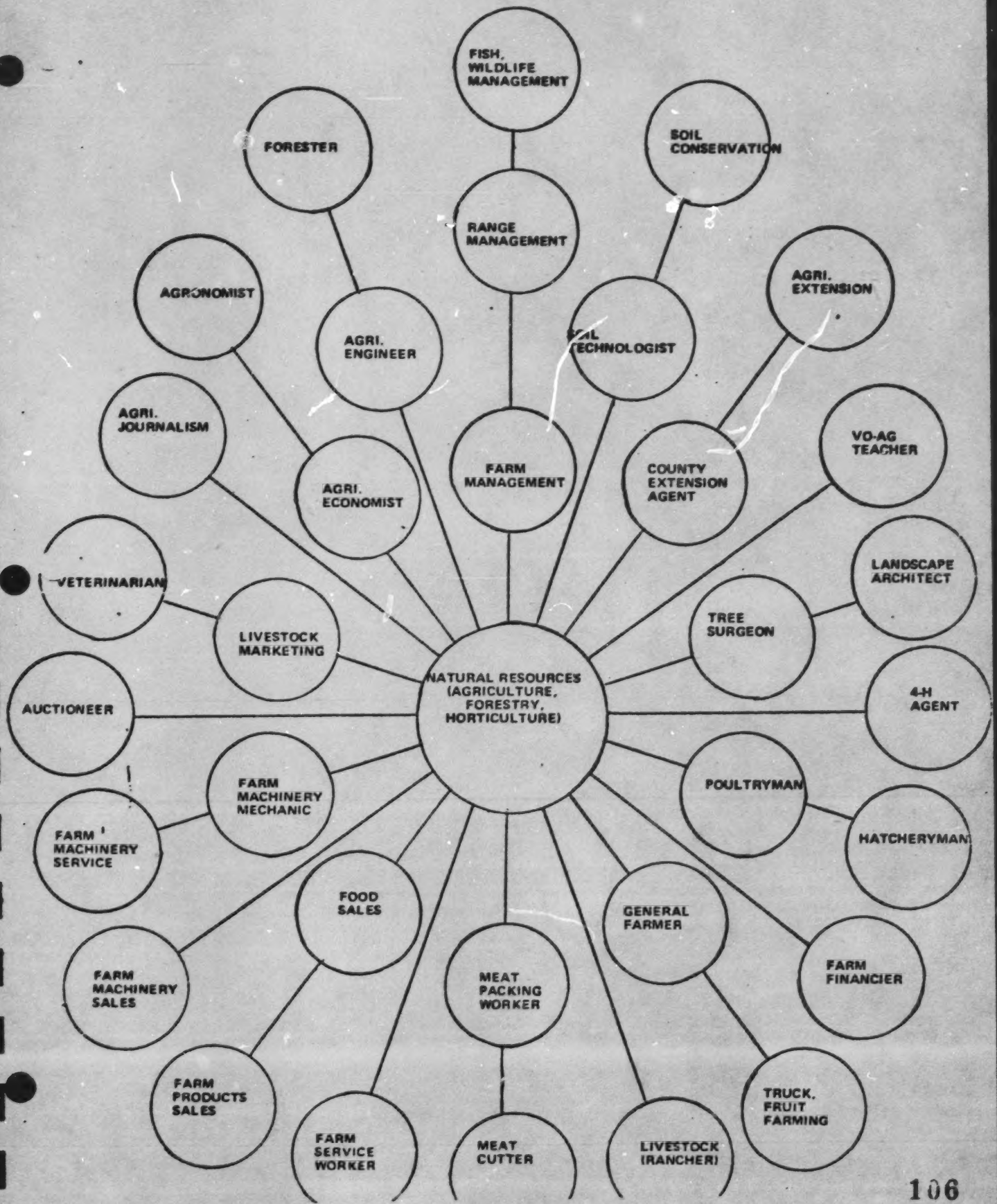
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY

IN

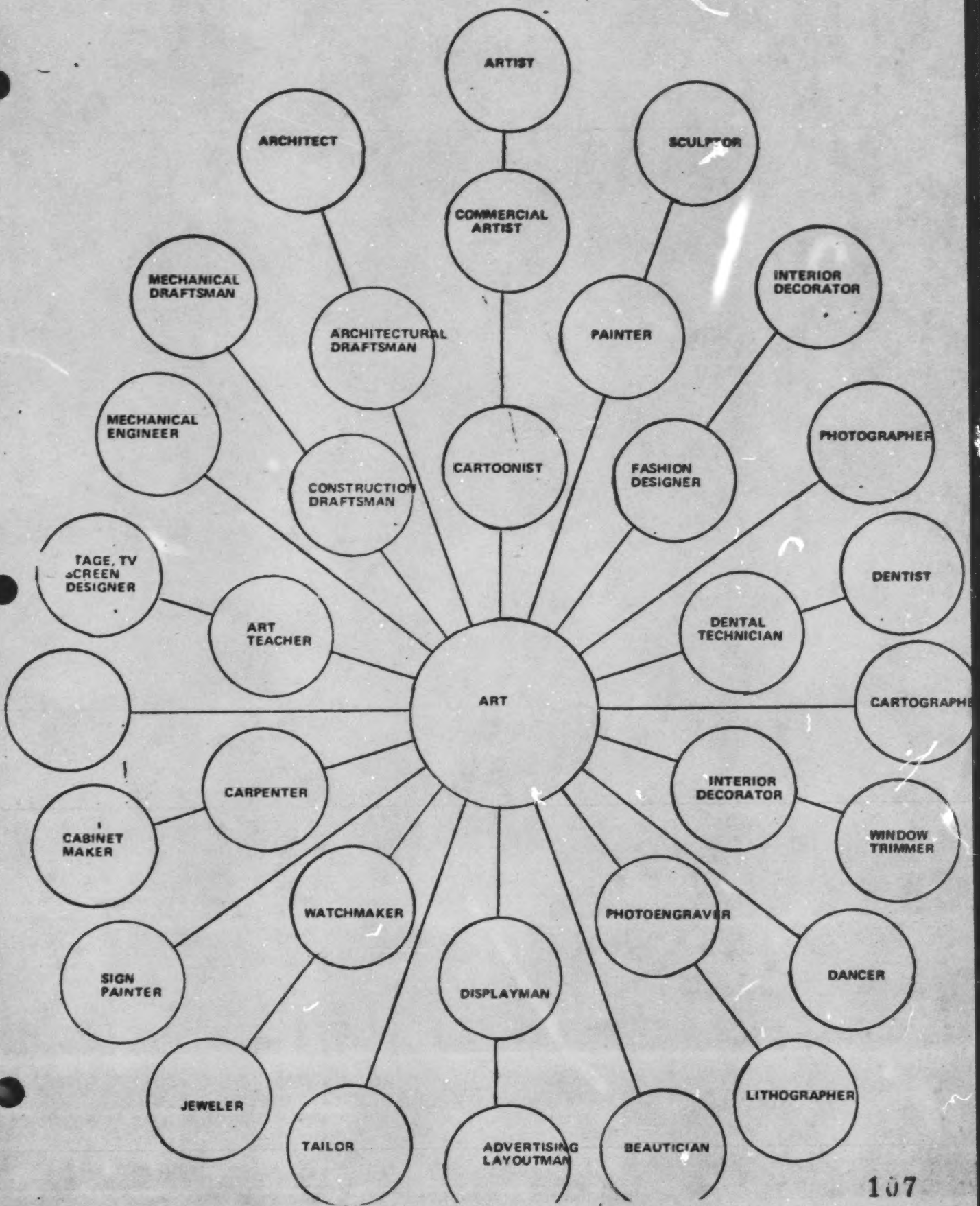
AGRICULTURE
ART
BIOLOGY
COMMERCIAL AND DISTRIBUTIVE EDUCATION
CHEMISTRY
ENGLISH
FOREIGN LANGUAGE
GENERAL SHOP AND INDUSTRIAL ARTS
HEALTH AND PHYSICAL EDUCATION
HOME ECONOMICS
MATHEMATICS
MUSIC
PHYSICS
SOCIAL STUDIES

CAREER EDUCATION
OREGON STATE UNIVERSITY
OREGON STATE DEPARTMENT OF EDUCATION

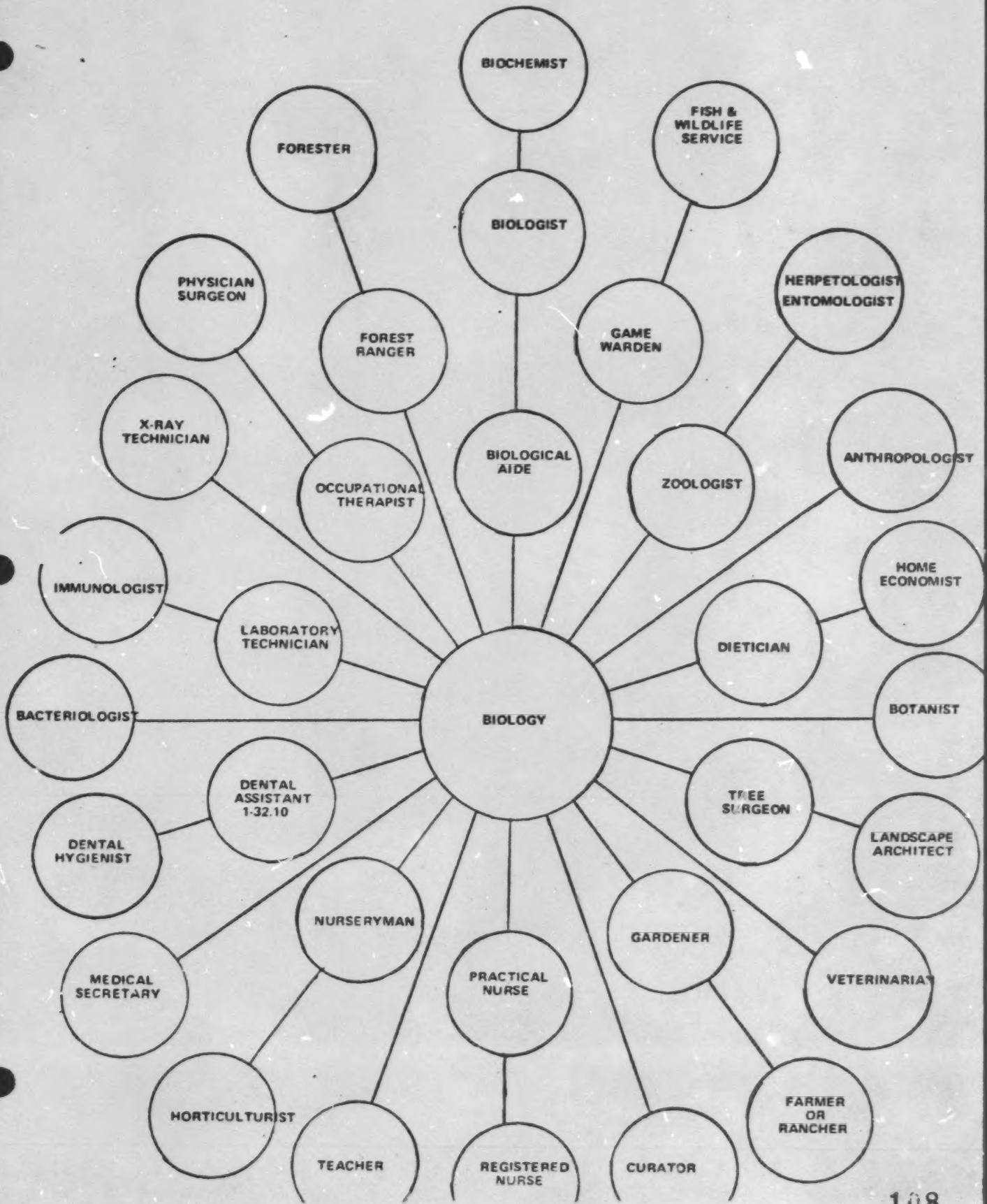
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN AGRICULTURE



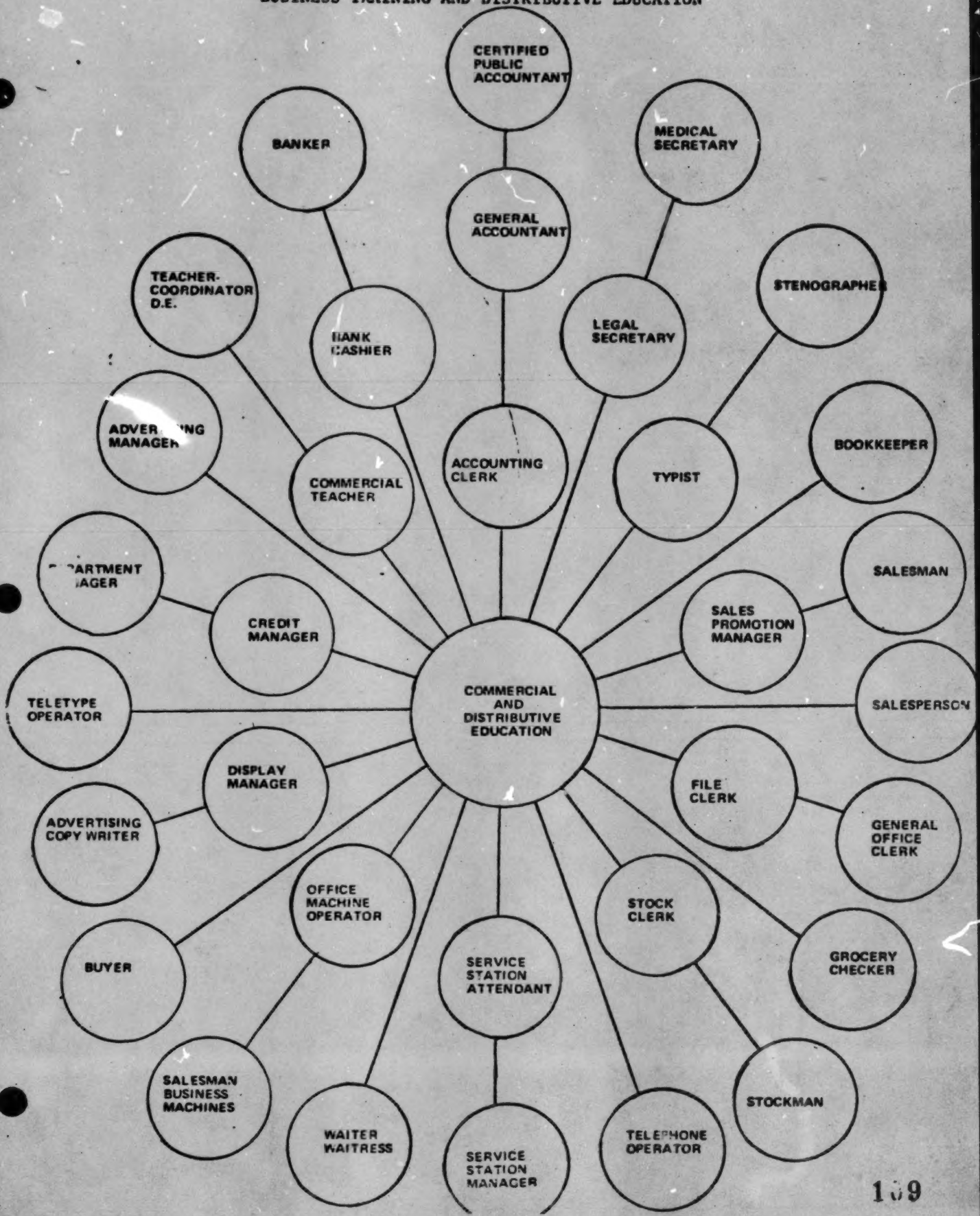
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART



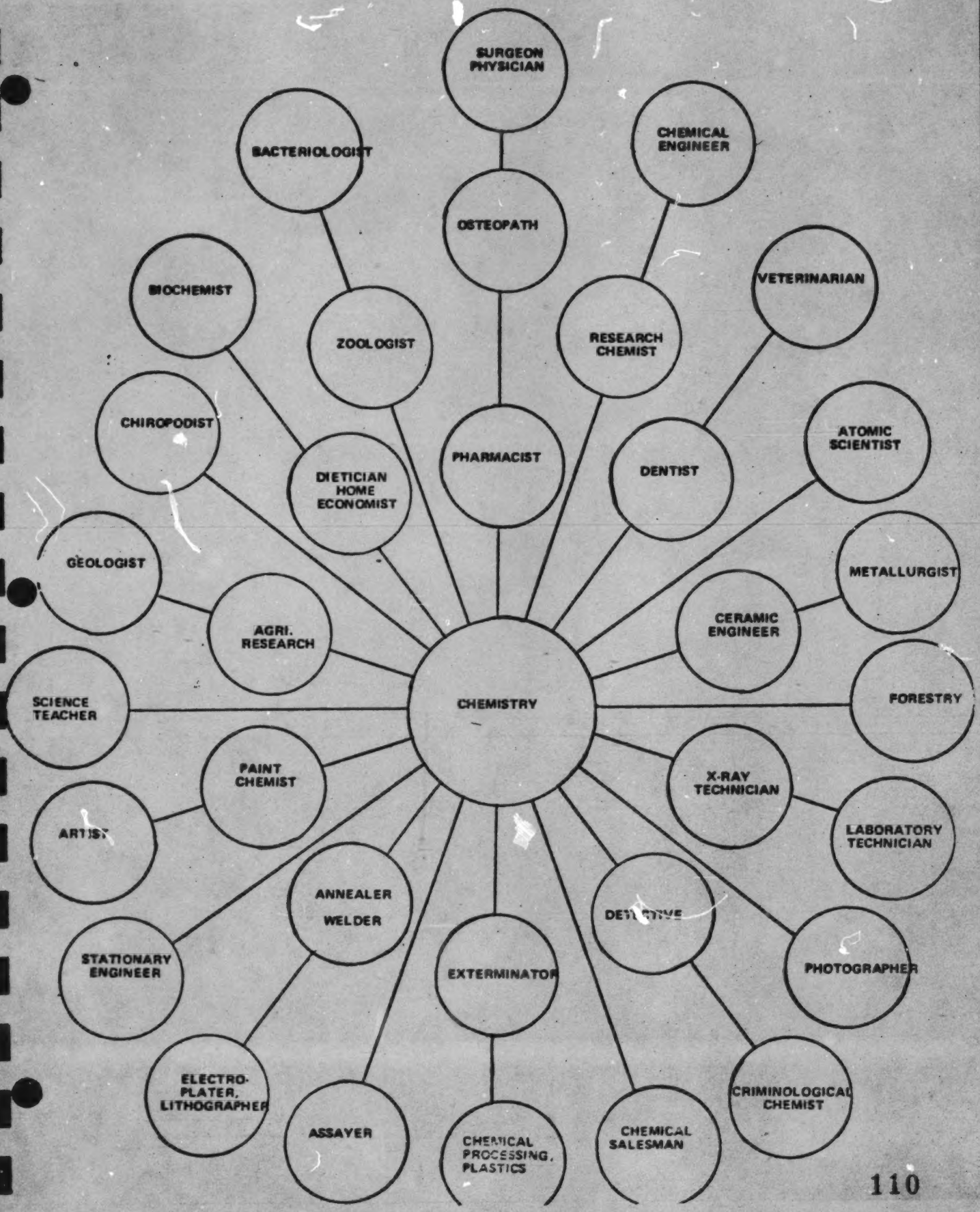
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BIOLOGY



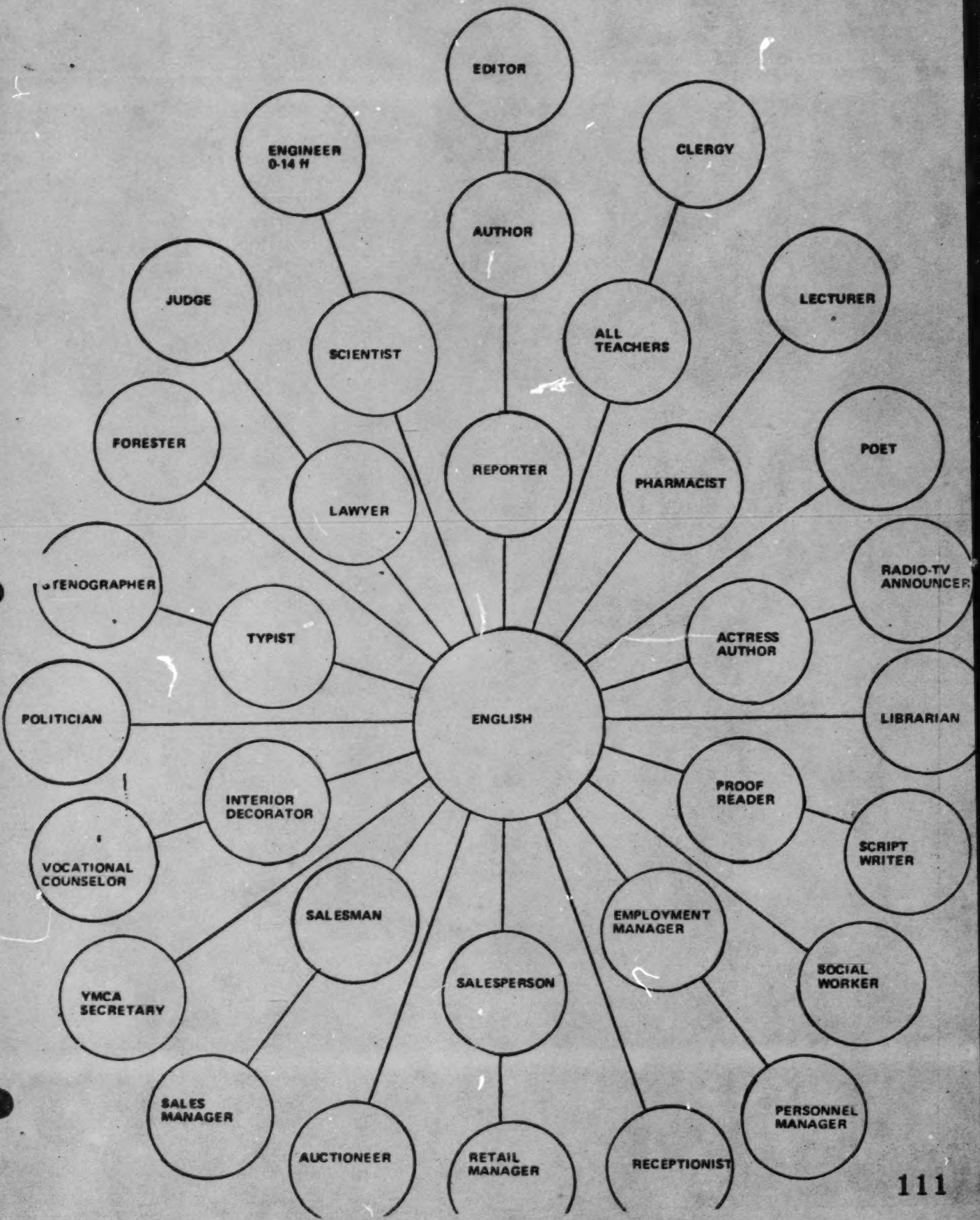
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION



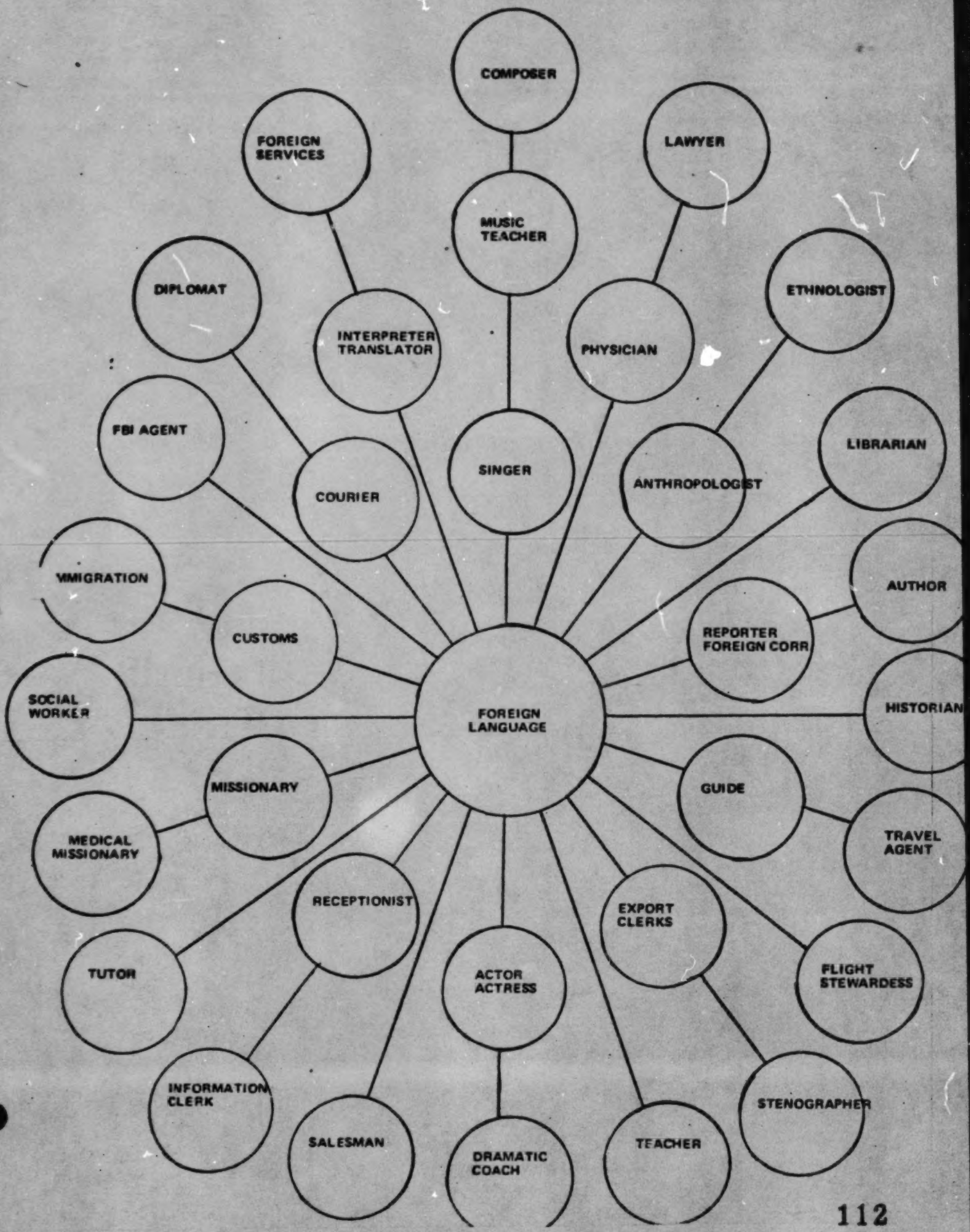
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY



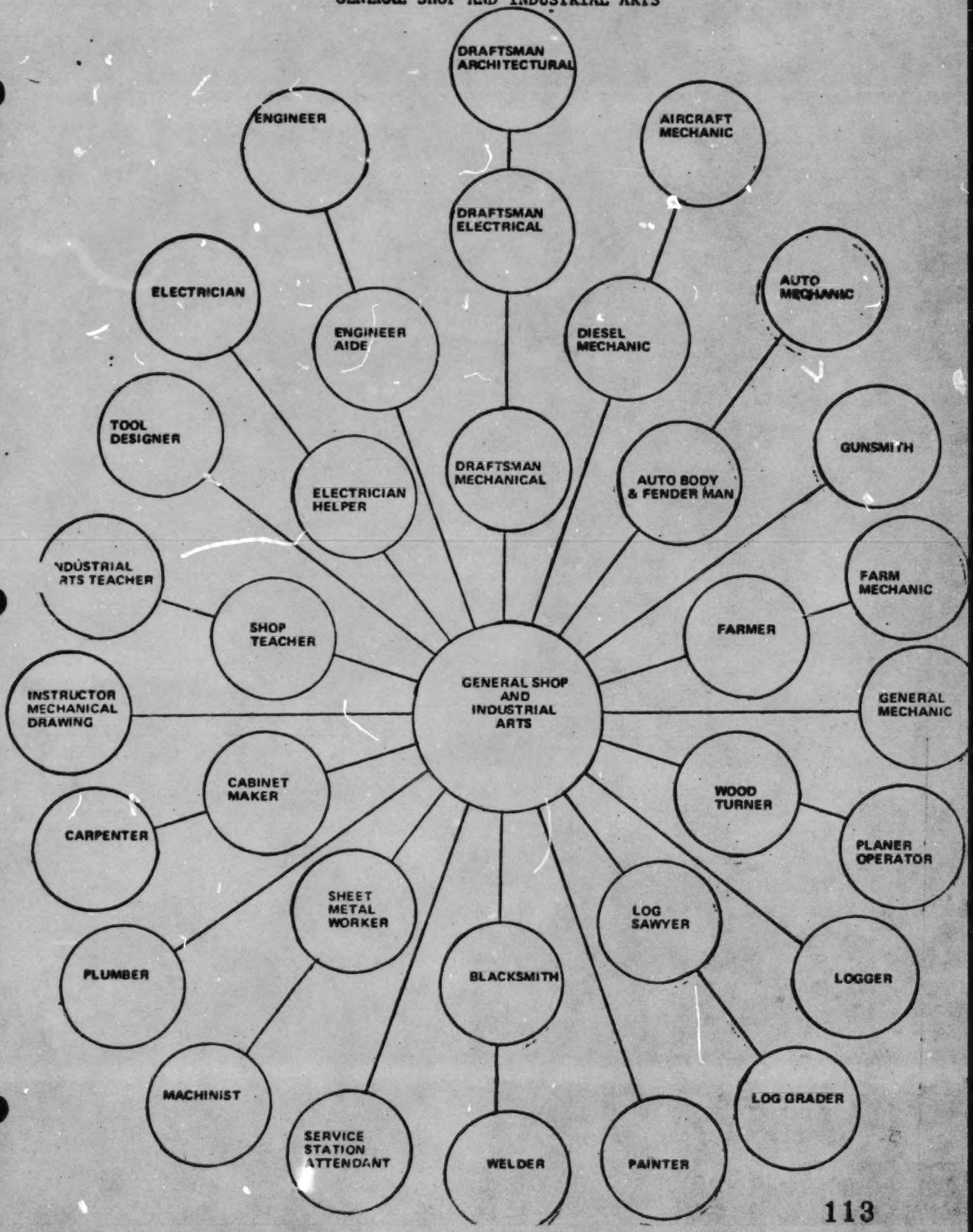
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



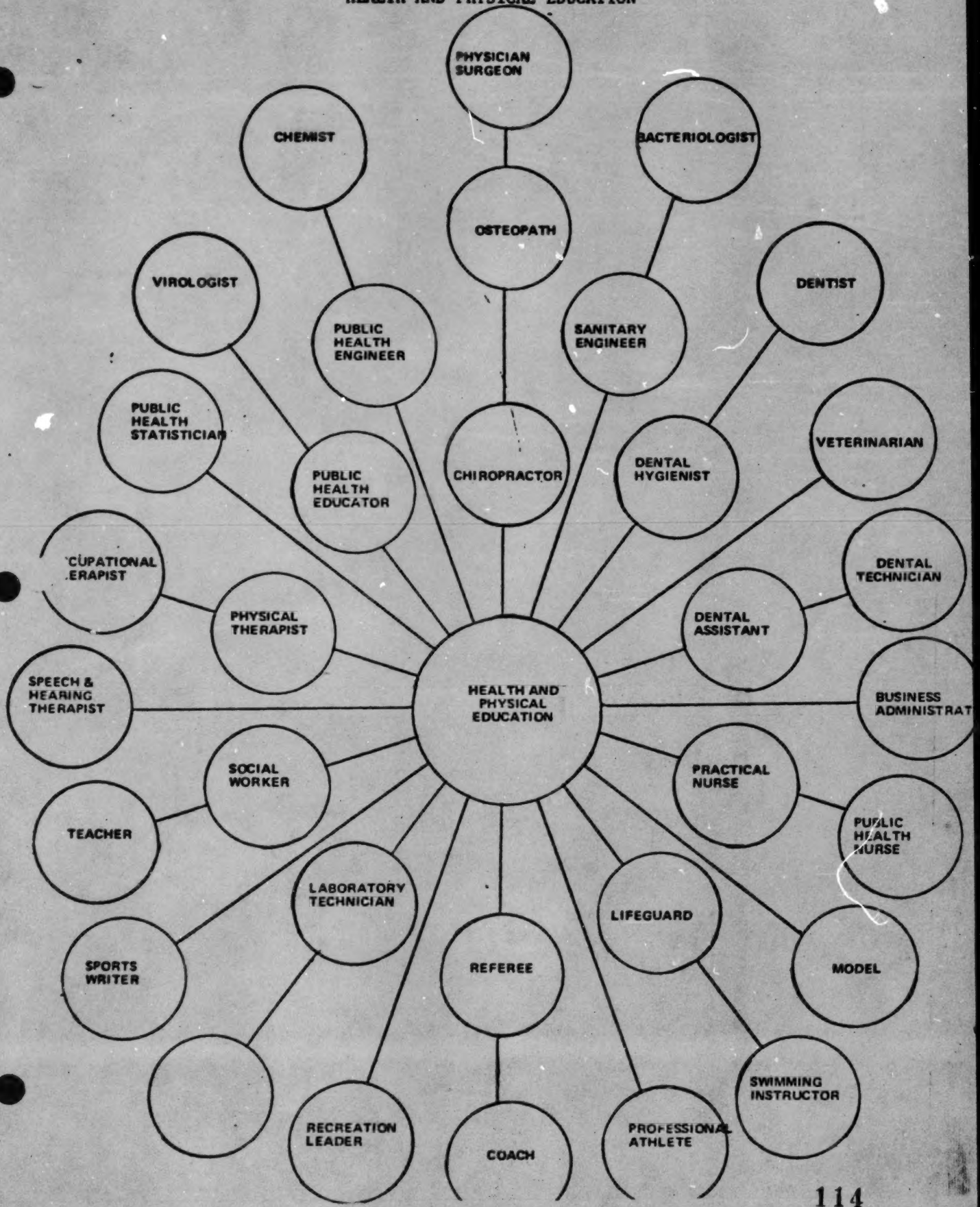
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGN LANGUAGE



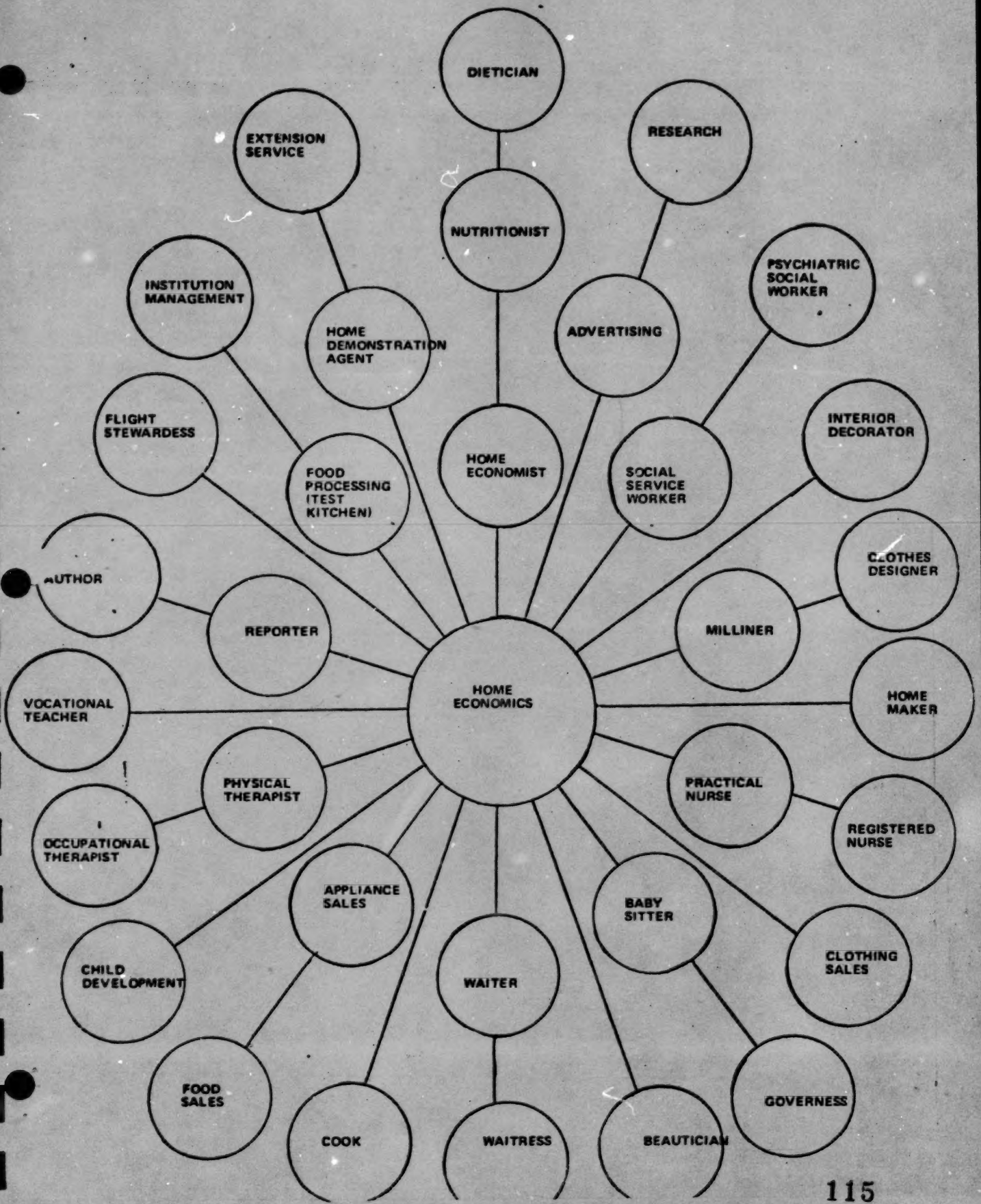
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN GENERAL SHOP AND INDUSTRIAL ARTS



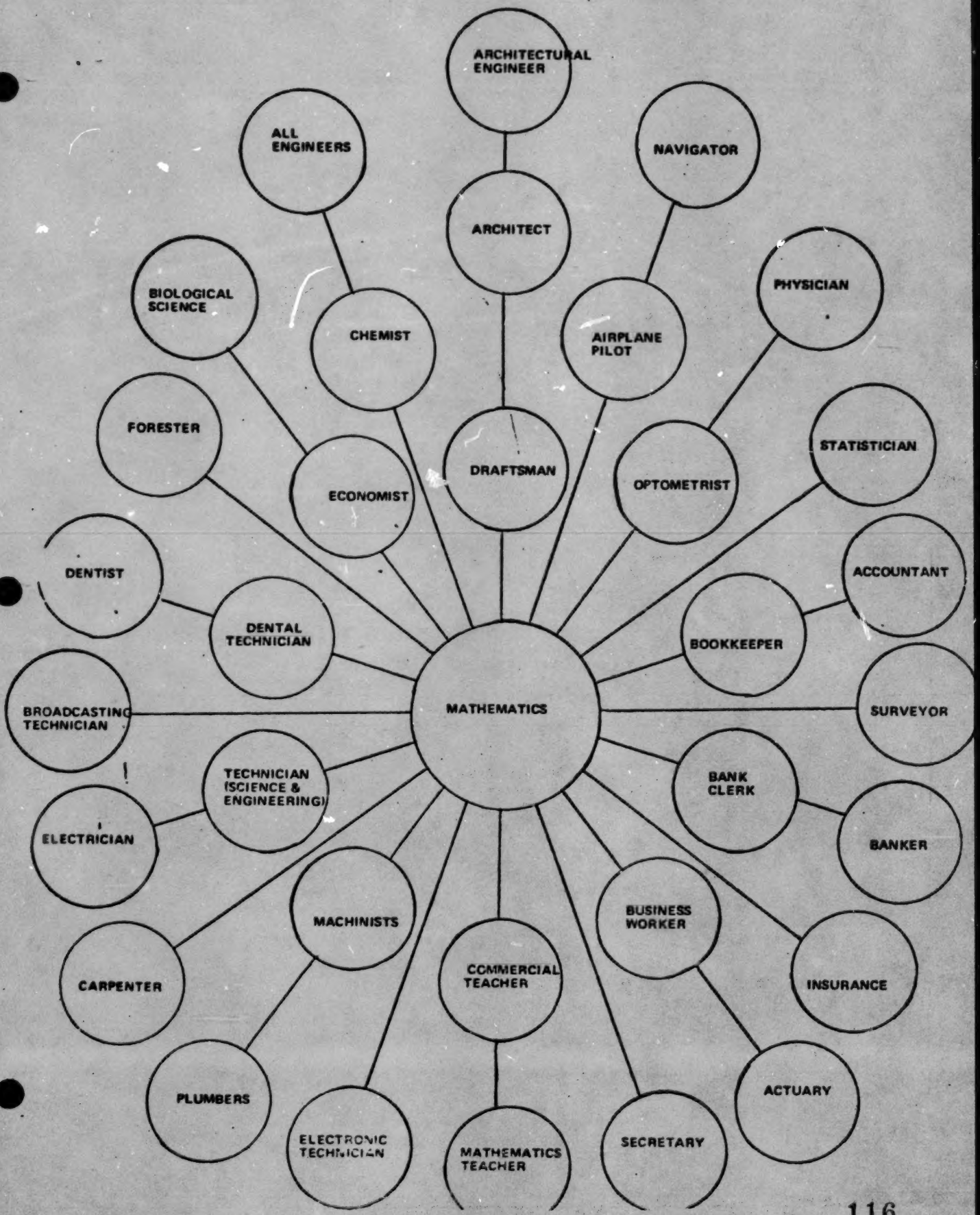
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HEALTH AND PHYSICAL EDUCATION



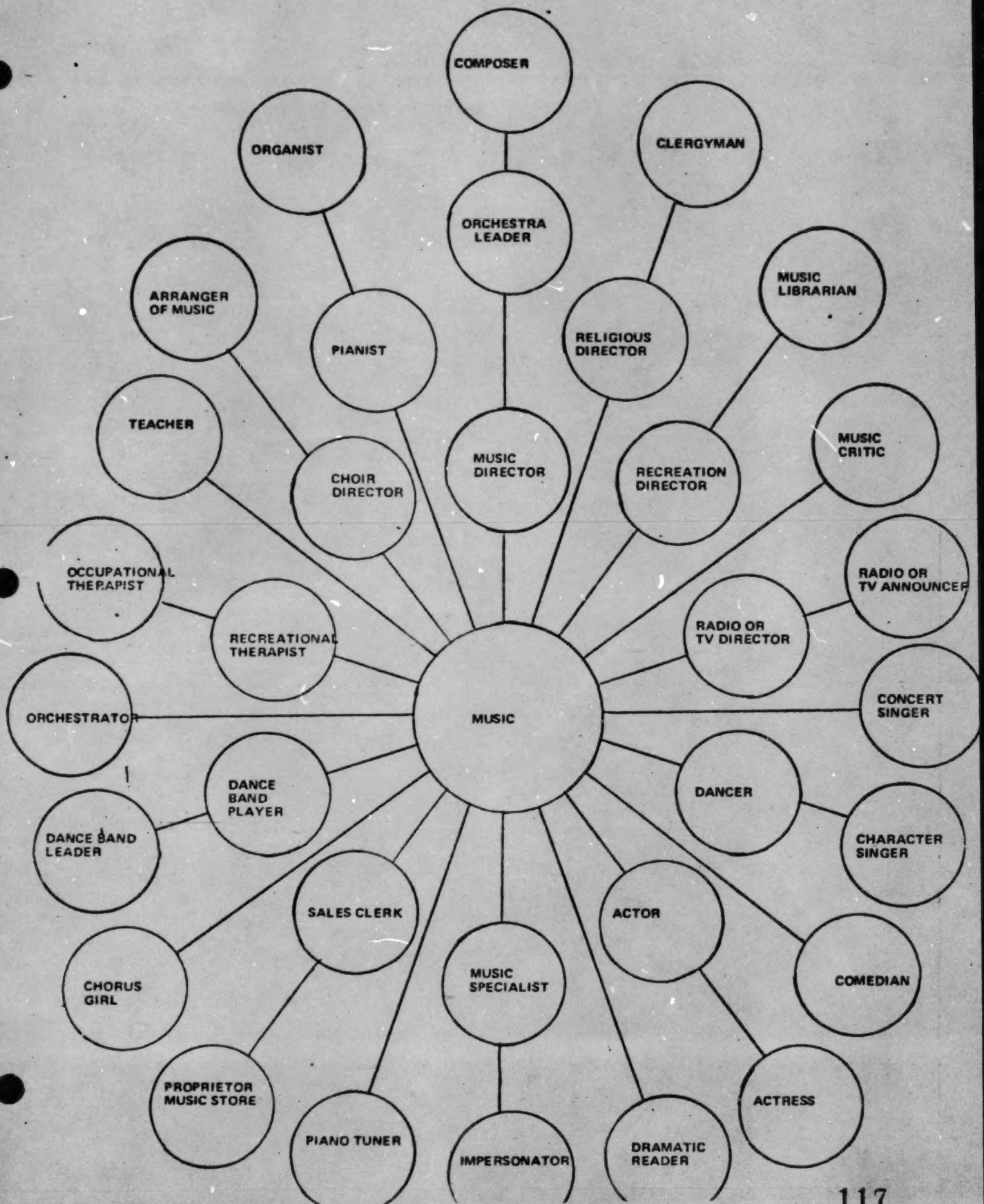
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HOME ECONOMICS



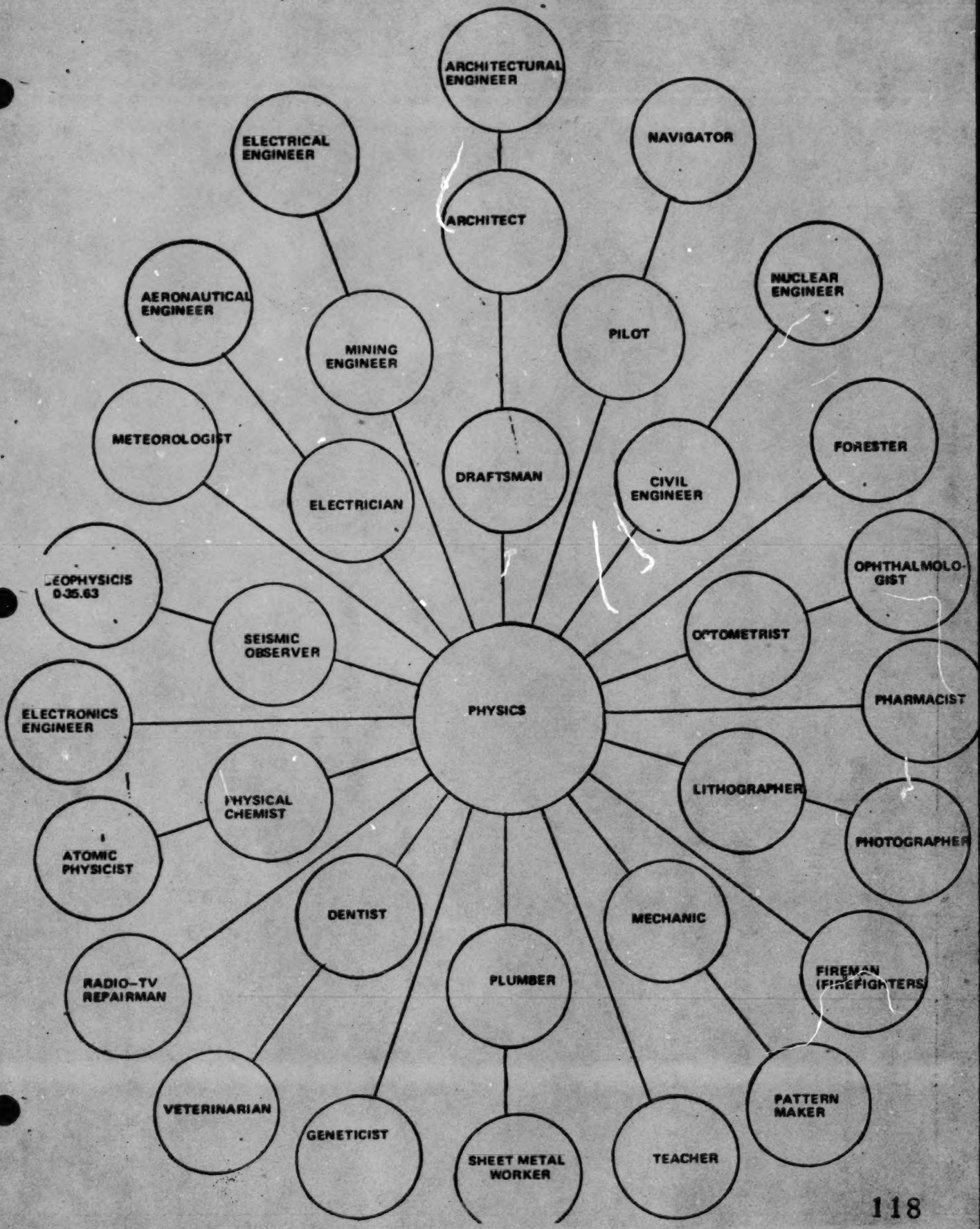
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN PHYSICS



Appendix 88

You Can Get There From Here

Every career requires some special preparation.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to demonstrate familiarity with the careers available in the air transportation industry and with the extensive application of mathematics in these jobs.

MATERIALS

Airline schedules, airline rate books, sample airline tickets, menus, baggage claim checks, airline travel folders, airline publications, such as magazines

LESSON CAPSULE

In connection with a mathematics unit on time and measurement, pass out airline schedules, rate books, tickets, menus, baggage checks, travel folders, and airline publications. Ask students to browse through them. In class discussion, explore the many different kinds of careers that are involved in the airline industry. As students mention occupations—pilot, copilot, engineer, designer, flight-control engineer, stewardess, chef, advertising copywriter, advertising art director, travel writer, reservation clerk, baggage clerk, and so forth—list them on the chalkboard.

Suggest to the class that mathematics is a kind of thread that runs through all these occupations. Give a few examples; then call for student ideas. For instance, the pilot must know mathematics in order to use his instruments and plot his courses. The engineers who design the aircraft, and the construction workers who build it, must know mathematics. The reservation clerk must figure rates, distances, and baggage weights. The flight-control engineer must know mathematics in order to avoid collisions of aircraft in flight. The stewardess must know how many meals to serve and what to charge for liquid refreshments. The freight handler must know how much weight the plane can bear so as not to overload it. The designers and editors of the various publications use mathematics extensively in creating their products.

Ask the students to look at the airline schedules. Discuss how distance affects the cost of a ticket and how speed affects travel time between two points. Then show the class an airline rate and schedule book and explain how the time and rate factors were arrived at.

When the students fully understand the mathematical principles involved in figuring time, rate, and distance, present them a series of problems in which they must arrive at these concepts on their own. When the class has learned how to use the airline rate book, ask individuals to create their own airline schedule, including rate, time, and distance. Have students simulate buying airline tickets from each other, using the airline schedules they have created.

As a culminating activity, arrange to visit a local airport. Most airlines will be happy to offer you as much assistance as you need in arranging this field trip. When you arrive at the airport, lead your students to the airline desk to check the arrival and departure time of an imaginary flight and to "buy tickets" and "check their luggage." Then take them to the departure gate, where they can observe other passengers checking in, the clerk taking a passenger count and accommodating "standbys," other airport personnel at work, the landing of "their" plane, and the disembarking of passengers.

You may be able to arrange with an airline official to allow the students to board a plane and observe between-flight cleaning, how meals are taken aboard, and how meals are prepared. They might even get a peek at the cockpit. Outside the plane they

Appendix 89

THE GRAND TOUR

CONCEPTS

Every occupation contributes to society.
Careers require different knowledge, abilities, attitudes.
A person may be suited for several different careers.
Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
Different occupations are interrelated in many ways.

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PERFORMANCE OBJECTIVE

The student will be able to describe the range of careers in the community that are related to the tourist industry.

MATERIALS

Reference books, travel folders, posters, brochures

LESSON CAPSULE

Interest the class in creating a campaign to promote tourism in the community. Ask students to help you gather background material for discussion—travel folders, posters, brochures, and books about various kinds of tourist attractions across the United States. After the class has browsed through the material, have students select about ten places in the country that they would like to visit. Urge them to consider a wide range of tourist attractions. The final choices might include Washington, D.C., New York City, New Orleans, a seashore area, a dude ranch, a mountainlike area, a national park, a picturesque rural area, a ski area. When the list is complete, ask the class to identify the factors that make each selection a tourist attraction. Does the locale have natural beauty, swimming facilities, historical monuments, natural wonders, recreation areas, unusual local products or crafts, unusual architecture, special foods or restaurants, local festivals, sports events, floral displays or gardens?

You might invite your students' language arts instructor to help you expand students' investigation of tourist attractions. He or she might have students interview their families or adult friends who have toured a certain area or resort to find out: Why did the person decide to visit that place? What made it attractive? Was it convenience of location; budget considerations; cultural, historic, or scientific interest; a chance to get away from it all in beautiful surroundings; interest in local customs, foods, flora, fauna; exciting nightlife; education for the family? Students might use interview data to write reports or to give short oral reports to the class.

Suggest that students use interview questions and ideas that developed in class discussions to help them determine what attractions their own community and its environs offer the tourist. After a reasonable list of attractions has been developed, divide the class into interest groups to explore these attractions further. The groups might study areas such as local products and crafts, historical attractions, natural wonders, recreational facilities, and cultural attractions. Have each group develop a promotional display of their particular interest area. If possible, have this display set up at the main entrance to the school or, better yet, enlist the aid of the local Chamber of Commerce and local merchants to have the displays placed in shop windows in the downtown area.

After this experience, have the class review the commercial brochures and pamphlets they looked at earlier, and urge them to use available occupational resource materials and their imaginations to determine the range of occupations associated with the tourist industry. List these occupations on the board. They might include travel writers, artists, photographers, travel agents, public relations representatives, advertising personnel, tour guides, swimming instructors, sailing instructors, historians, hotel managers, desk clerks, booking agents, forest rangers, recreational directors, airline stewardesses, restaurant owners, and shopkeepers.

Now have students list careers involved in developing promotional pamphlets. Propose that the group create a brochure advertising your community as a tourist area. Invite suggestions as to the kind of tourist information that should be included—availability of transportation; lists of hotels and motels, with rates; lists of restaurants, with prices; tours, with times indicated; places where local manufactured goods and crafts are made and sold; information related to historical or natural attractions in the area; recreational facilities; cultural and entertainment attractions.

After students have completed their pamphlets, guide them in working up skits in which various tourist occupations are enacted. You might select several members of

your class to compete as "tour guides" in developing a running bus tour monologue about the community. Another skit might be built around checking in at a local motel or hotel. Students might wish to make a visit to a cooperative hotel or motel to observe the checking-in procedure. Suggest that the "desk clerk" in this skit have information about the attractions in the community at his fingertips. Still another skit might be built around a tour of a local factory or craftsman's shop, with a "guide" explaining the process involved in the manufacture of a commodity the community is famous for. A preliminary tour of a factory or shop would be helpful for those involved in this particular role-play activity.

As a culminating activity, enlist the interest of the local Kiwanis, Rotary, or other businessmen's organization, and have the class present their findings at a meeting of the organization.

OBSERVATIONS

Keep in mind that when some of your students have completed this project they will probably be well enough informed about the community to serve as junior guides at some local historic or natural attraction.

This activity was carried out by Genevieve Crutchfield in the Knox County Schools, Knoxville, Tennessee.

Appendix 91

CAREER CORNERS

CONCEPTS

People have many kinds of careers.
Careers require different knowledge, abilities, attitudes.
Every individual develops a personal "style," which he can fulfill in a career with a similar "style."
A person may be suited for several different careers.
Every career requires some special preparation.
The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

The student will be able to enumerate a variety of generalized job characteristics on which he can base comparisons of desirable careers.

MATERIALS

Occupationally related books and games, small tools, simple equipment, manufactured objects, on-the-job pictures, display boards, work tables, shelves or storage cabinets and other materials as appropriate

LESSON CAPSULE

A "career corner" is a kit of minilab containing a variety of paraphernalia and information that relates to a single occupational cluster. The career corner provides students with opportunities for "hands-on" experiences, which give them the "feel" of jobs at several levels within the cluster.

Meet with interested colleagues to plan a career-corner project involving as many classes and grade levels in your school as is feasible. With your principal, you might designate little-used corners, not only in classrooms, but in corridors and assembly rooms, where rather uninterrupted self-directed learning can take place. With your colleagues, select a modest number of occupational clusters, such as communications, marine science, and fine arts, that you feel will interest your students and that promise employment opportunities in your community. Develop some tentative ideas about the possible contents of each career corner, but plan to involve your students as much as possible in the planning and execution of the project.

Simultaneously with your colleagues, introduce the concept of career corners to your students. Elicit their ideas. Guide them in making practical choices of clusters and in coordinating their efforts with other classes. You may wish to divide the class into voluntary task forces to develop a number of minilabs.

Work with your students in a nondirective manner as they prepare career-sampling experiences for themselves and their peers, but intervene when necessary to assure that the career corners do provide intriguing and relevant occasions for learning. Activities that yield quick and visible results, such as making ink-blot prints or feeding fish that are on display in a tank or making self-portraits with a Polaroid camera, are ideal for these labs. Pictorial displays and student-researched data files on particular jobs within a cluster will add substance to a career corner.

Appendix 95

SURVIVAL SPECIALISTS

CONCEPTS

Every occupation contributes to society.
Every career requires some special preparation.
Changes and conditions in the world affect careers.
People must adapt as the world changes.

PERFORMANCE OBJECTIVE

The student will be able to identify and describe a number of occupations that have changed or developed recently in response to the need to improve man's use of the environment.

MATERIALS

Research books on occupations and the environment, cameras, film, projectors, scrapbooks, magazines, newspapers, pamphlets, art materials

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LESSON CAPSULE

As part of a science unit, invite a few interested students to develop "crisis" posters by pasting headlines, articles, and pictures about environmental problems on sheets of posterboard. Each poster should depict a special theme—air pollution, water pollution, waste-disposal problems, noise problems, and so forth.

When discussing the posters, ask the class to describe instances in the history of mankind when the occurrence of problems has stimulated the development of new careers or the modification of existing ones. For example, ask the group to think of all the occupations created by the threat to wildlife by hunters—game wardens, license agents, court personnel, etc.

Propose that the class investigate one or more of the present environmental crises to discover what "survival specialist" careers exist or are being developed.

Students might divide into teams or work independently, using a variety of research approaches. One group might establish a Survival Specialist Employment Counseling Service. Each student becomes a counselor for a different crisis area. Other students might role-play adults who would like to change their jobs and become survival specialists. Counselors would direct them to articles, pamphlets, brochures, books, and filmstrips that provide information on the range of alternatives available and discuss possible choices in terms of past experience, training, and interests, the amount of reeducation needed, and the availability and cost of additional training.

Other groups might visit local industries to interview workers who have become (or who were hired specifically as) survival specialists. For example, in the water conditioning field, technicians are now all trained to analyze water problems and to develop alternative solutions for businesses, industries, and individuals.

Some industries and organizations specialize almost exclusively in handling one or more aspects of the "environmental crisis." Among these are recycling plants for water, glass, metal, paper, and sewage. Students might develop an occupational handbook for each industry and include snapshots of workers, written reports of interviews, and the pamphlets, graphs, and charts they collected when visiting the sites.

Other groups or individuals might gather information about inventors of pollution-control devices, politicians and writers involved in making people aware of problems and in establishing ways and means of handling the problems, volunteer and professional ecological organizations in the community.

Whatever students choose to investigate, their focus should be on what individual workers do, how they are trained, how they feel about their jobs, what more they hope to do.

As a parallel activity in math, students may be attracted to the economics of environmental improvement. Many estimates of costs to government and industry have appeared in the news. These reports might be compared, averaged out, and displayed on provocative posters and charts.

OBSERVATIONS

Adapted from programs developed at the Public Schools of Anne Arundel County, Maryland; and from an experience developed by Judy Ohlemacher and CiCi Cunningham, Lawrence Cook Junior High, Santa Rosa, California

Appendix 96

SPORTS UNLIMITED

CONCEPTS

Every individual can have a meaningful, rewarding career.
Careers require different knowledge, abilities, attitudes.
A person may be suited for several different careers.
Work experience facilitates career decision-making.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to list and characterize a wide range of careers related to athletics.

MATERIALS

Camera, film, tape recorder, tape, poster paper, program material, advertisements for sporting goods, accessories, fashions

LESSON CAPSULE

Before an intramural sports activity, suggest that your class "produce" it like a professional event. Establish that many different kinds of abilities, talents, and skills are necessary to bring about an athletic event. Not everyone has the ability to play a sport on an active team. However, in addition to athletic ability, timekeeping, photography, broadcasting, journalism, uniform designing, program writing, poster designing, advertising, selling, refreshment vending, etc., are also involved.

Assign nonathletic participants to cover various interest areas. Before the event takes place, have your sportswriters ready to cover the game. Guide the designers and writers in putting together the programs. Help your advertising salesmen, copywriters, and artists prepare their assignments. Be sure the broadcasters and photographers are ready to execute their jobs.

The day of the event, distribute to the students the pregame press releases and articles that have been prepared by the news staff. Distribute the programs. Check out the broadcasting team's equipment and plans to tape the event. Then position photographers.

Immediately following the event, have the sportswriters distribute their news stories about the game. Impress upon them the importance to a journalist of deadlines and the immediacy of news.

The next day, discuss with students the various aspects of the careers involved in the experiment. Have those who participated explain their specific part in the project and why it was important. Then ask them to bring in advertisements of sporting equipment, accessories, and uniforms. Discuss the wide range of careers in the world of sports and leisure activity. You might point out at this time that a career in athletics is somewhat limited in duration, since age is an important factor. Point out also that a career in athletics usually involves an adjustment once a person has passed his physical prime. Use advertisements and

SURVIVAL OF THE FITTEST

CONCEPTS

The choice of a career usually involves a compromise between greater and lesser needs.

People change and sometimes change careers, as they go through life.

Changes and conditions in the world affect careers.

People must adapt as the world changes.

A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.

A worker must understand not only his job, but also his employer's rules, regulations, policies, and procedures.

PERFORMANCE OBJECTIVE

The student will be able to describe career conflicts that result from the competitive spirit.

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MATERIALS

An informative essay on natural selection; examples of newspaper advice features, such as "Dear Abby"

LESSON CAPSULE

In a science unit, interest the class in discussing the "survival of the fittest" as it occurs in nature. Have them research the laws of nature as they apply to the survival of flora and fauna and find out what happens when the balance of nature is disturbed. For example, discuss the rabbit plague in Australia or the wood tick problem in the United States.

When they have completed this exercise, help them relate these concepts to the world of work. Why do some people survive in a career, while others do not? What are the factors that determine a person's survival in a given position? What does failure

at a job mean? Is it always the fault of the individual or do outside forces contribute? Is a person sometimes emotionally, physically, or mentally ill-suited for a particular position?

Have the students work independently or in small groups to develop imaginary situations in which someone is unhappy in or has failed in a career. These situations may then be used as the basis for role-playing activities, interviews, or short stories in a language arts unit.

Acquaint the students with the concept of seniority. What are the protections offered by many organizations to the employee who has spent years at a particular job? How does this affect competition among younger, more ambitious men? Is seniority good for everybody or just for some? Have the class develop a debate on the subject.

Now that the students have developed their imaginary personal problems, suggest that they write a letter to Abby for advice. For example, a student might write the following letter.

> Dear Abby:
>
> I recently took a position with a construction company in which I am forced to do carpentry work on the roof of a building. I find that I am very frightened of heights. My work is suffering, and the foreman tells me that, if I don't work faster, I will be fired. I am afraid to tell him that I fear heights, because he might think that I am a coward, and yet I don't want to lose my job. What should I do?
>
> Yours truly,
> Frightened

Ask the students to put their letters in a large box and have each student select a letter at random to reply to. Request that the letters and the advice be read aloud by the various students.

When a number of situations have been presented, help the class select problems which demonstrate that some people are not prepared emotionally, physically, or mentally for certain positions; other problems which show that an outside factor is involved; and others which indicate that the individual is definitely not at fault. Have the class analyze additional situations as they are read. Is the advice valid? Is the individual wrong, or are there other factors involved?

Have group discussions about competition; its basis in our natures; how we can utilize, restrain, cope with the instinct.

OBSERVATIONS

This activity was adapted from programs developed by the Office of Instructional Services, State of Hawaii; the World of Work Exemplary Project, Bismarck, North Dakota; and the Oregon Consolidated Schools, Wisconsin.

THE BEST RESTAURANT IN TOWN

CONCEPTS

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."
Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
Work experience facilitates career decision-making.
Any career area has different levels of responsibility.
A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

PERFORMANCE OBJECTIVE

The student will be able to describe in some detail occupational opportunities in the food-service industry.

MATERIALS

Kitchen facilities, equipment for preparing and serving meals, appropriate costumes for workers, a room in which meals are served and eaten, art materials

LESSON CAPSULE

With a group of students in a home economics course, chef's club, or food-services exploratory program, discuss the possibility of establishing a restaurant within the school. As students verbally explore the idea, list ideas and questions that need further study before a decision can be made. For example:

What kitchen and dining room facilities are available during lunch periods?
Will students have to rent space; pay for heat, light, and cooking fuel; and borrow money for supplies?
What legal requirements (health inspection, safety requirements, licensing) must be met?
How many customers can be served?
Who might the customers be?
What kinds of food might be served?
What equipment will be needed?
What kinds of jobs are necessary to a smoothly running restaurant business?
What duties, responsibilities, skills, aptitudes, and personal qualities are requisites of each job?

Divide the group into investigation teams. Arrange for one or more of the teams to visit local restaurants, talk with each owner/manager about the restaurant business, and observe and interview the restaurant staff. Teams may develop charts, a job file, a sound and slide presentation, or other means of communicating their data to the rest of the class.

Other teams might consult with the school principal, cafeteria staff, home economics instructors, and custodians to determine the feasibility of opening a small restaurant. After the teams collect data on the research quesions developed in class, they might

combine forces to develop an "action plan"—a listing of the steps that must be followed before the restaurant can become a reality.

When all the teams have completed their research, have each team plan to take over a class period and conduct "briefing" sessions. Whenever possible, the teams should involve the other class members in acting out the procedures needed for establishing the restaurant and in role-playing the jobs that contribute to running the restaurant. For example:

Procedures Estimating the amount of financial backing needed to get started; applying for loans and/or developing fund-raising plans; developing lists of equipment available for preparing and serving food and for clean-up procedures; noting the cost of repairing or replacing damaged, broken, or lost items; evaluating health, safety, and legal requirements applicable to this kind of food-service business and arranging for necessary inspections, licensing, and so forth

Jobs Manager, accountant, health and safety inspectors, advertising manager, purchasing agent, menu planner(s), head chef, specialty chefs (entrée, vegetables, salads, pastry), cooks and cook assistants, hostess, head waiter, waiters, waitresses, cashier, busboys, dishwashers, custodians

Students might invite instructors in math, economics, business education, art, graphic arts, and home economics (and perhaps the principal and other school administrators) to sit in on the briefing sessions and to serve as consultants. It is very possible that if staff members become involved with the simulations conducted in the "briefing" sessions, they will give enthusiastic support to the restaurant idea. Indeed, they may become the first and most steady customers!

Should the restaurant become a reality, the class might investigate the following "success" hints gathered from schools in which the business was successful:

Limit business days to one, two, or three days a week. Fridays are good evaluation and planning days. Mondays are good purchasing and "prepare ahead" days.

"Contract" with instructors to correlate their programs of study with different aspects of the restaurant business. For example: In math, develop a budget for the project and establish a bookkeeping system; in home economics, design and make aprons and caps for chefs, cooks, busboys, and waitresses, and also develop menus and experiment with recipes; in graphic arts and art, design and print menus, place mats, and advertisements; in foreign language classes, develop menus with English subtitles.

Some students, after experience in the school restaurant (or in the "briefing" sessions), may take part-time jobs in local restaurants. Encourage them to report periodically to the rest of the group and discuss relationships with co-workers, employers, and customers; the various "hassles" encountered in the business; whether or not they enjoy their work; salaries, tips, work hours, and so forth.

OBSERVATIONS

The ideas incorporated in "The Best Restaurant in Town" were developed by students and teachers at opposite ends of the country. June Burke's students in the David Douglas High School, Portland, Oregon, have successfully run "The Kilt" Restaurant for almost a year. Their establishment serves snacks and beverages between meals as well as lunch for school personnel and students. On the opposite coast, two seventh-grade classes at the Middle School in Hackensack, New Jersey, run a faculty and visitors' restaurant. Their establishment is open Thursdays only. The classes take turns running the restaurant, alternating each week.

GREEN THUMB

Appendix 100

CONCEPTS

Every person is an individual, with different abilities, interests, needs, values.
Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
Every career requires some special preparation.
Work experience facilitates career decision-making.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to list and describe occupations in the field of horticulture.

MATERIALS

Reference works on horticulture and related occupations; materials for charting and audiovisual production; bulletin boards

LESSON CAPSULE

As part of a science class, a career-preparation program focusing on horticultural occupations, or a school club program, challenge students to identify as many careers related to the area of study as possible. Their list might include:

Interior decorator	Horticulturist
Landscape architect	Botanist
Gardener	Plant pathologist
Nursery manager	Hydrologist
Retail florist	Agronomist
Tree surgeon	Soil conservationist
Truck farmer	Forest ranger
Fruit grower	Park service worker
Floriculturist	Tobacco farmer

Suggest that students, individually or in small groups, research a career of interest. Information about occupational duties, requirements, responsibilities, training, salaries, rewards, and so forth, might be presented in career booklets, bulletin board displays, skits, panel discussions, sound and slide presentations, or in other ways devised by students. In addition to these reports, have each group design and present a demonstration project exemplifying some aspect of the work performed in the occupation being studied. *For example:*

Botanist	Develop a chart showing different means of classifying plants.

Florist	Demonstrate potting of plants in a decorative indoor planter or terrarium.
Nursery owner	Construct a glass-covered "flat" in which to grow seedlings for later transplanting.
Fruit grower	Demonstrate grafting.
Landscape architect	Draw up several blueprints showng alternative ways to landscape the school grounds.
Floriculturist	Develop a series of charts illustrating cross-pollination methods and genetic principles used to develop new flower strains.

If student interest is high and the group is enthusiastic about participating in more comprehensive and extensive work-study projects, you might have groups work up "project proposals" to submit to school authorities, the school board, the PTA, and interested local organizations. Projects successfully carried out around the country include the following.

Building and running a greenhouse and selling plants to local retail stores as well as to individual customers.

Developing and running a gardening and landscaping business.

Setting up, in cooperation with the local Park Service, a Junior Park Service Corps, which participates in maintaining and improving local parks and preserves, and which provides guides and instructors for "outdoor education" classes.

OBSERVATIONS

"Green Thumb" is a composite of ideas and experiences developed by students and teachers in the Public Schools of Dayton, Ohio; the Public Schools of Newark, Delaware; H. E. Gibson, Doyle High School, and Ray Jones, Halls High School, Knox County Schools, Knoxville, Tennessee; John Lepley in the Public Schools of Fort Benton, Montana; and the David Douglas High School in Portland, Oregon.

Appendix IV-I

COLOR AND CAREERS

CONCEPTS

A person may be suited for several different careers.

Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.

Every career requires some special preparation.

Work experience facilitates career decision-making.

Different occupations are interrelated in many ways.

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PERFORMANCE OBJECTIVE

The student will be able to identify with various occupations that require knowledge of and skill in the use of color.

MATERIALS

Scraps of fabric, wall and floor coverings, building materials; magazines, newspapers, other publications containing pictures and information on various uses of color; cameras, film, tape recorder, and cassettes; art materials; materials for constructing models

LESSON CAPSULE

On the chalkboard, write, "Colorful living takes masterful planning." Ask students to react. Allow them to interpret the remark in whatever way they wish. Then gradually turn the conversation to careers or occupations to which this statement might apply. Suggestions might include:

Interior decorating	Cosmetology
Upholstering	Film making
Furniture design	Photography and advertising
Painting (oil, watercolor, etc.)	Packaging design (for products)
Fabric and rug designing	Landscaping
Clothing design	Floral arrangements
Window display	Gem setting
Set and costume design	Homemaking

Provide students with a variety of experiences that will allow them to "get the feel" of several color-focused occupations. If possible, invite representatives of each occupation to take part in the experiences as consultants and as participants in follow-up discussions. "Hands-on" experiences might include:

Have students examine their own natural coloring and do some experiments to discover how their personal appearance is enhanced by certain colors in their clothing and surroundings. They might also experiment with different lighting effects and cosmetics. Guide them to the realization that these color-discrimination skills are required in dress designing, window-display designing, cosmetology, make-up art, and numerous other professions.

Ask students to collect fabric swatches, paint-sample chips, wallpaper, scraps of Formica paneling, tile, rug, stone, brick, shingle, and so forth. Place these in a "resource center" from which students may draw to decorate model homes or "dream rooms" they have constructed. Point out that color-coordinating is an occupational skill of interior decorators, artist-painters, set designers, etc.

Invite students to help you develop a bulletin-board display illustrating various color solutions to problems of room size; exposure to sun; patterns of design; personal preference; large areas and accent pieces; collectors' items and heirlooms; unifying a room, house or apartment; mood of living area; personality of decorator; character of house and lot. Examples of occupational application of color awareness include various staff members of interior-decorating and home-improvement magazines.

Arrange for students to visit model homes and apartments, furniture showrooms, new industrial parks where buildings and grounds have been designed with attention to color, texture, shape, and space. If possible, students might interview designers and discuss not only the problems encountered in designing and how such problems are solved, but also the qualifications, responsibilities, and satisfactions of the occupation. Students might also interview prospective home buyers, apartment renters, furniture buyers, and workers in the industrial parks about how color influences their daily lives.

Culminating activities that help students become aware of their developing "eye" might take several forms:

Show slides, filmstrips, or color photographs demonstrating the use and abuse of color. Students might form panels of "experts" and evaluate each picture, pointing out sound, creative uses of color and color principles and making suggestions for changes in poor examples.

Investigate "way out" interior decorators, fashion designers, and so forth. To what do they owe their success? Discuss inherent ability, training, service, years of experience, wealth of materials, inspiration, work. Distribute black and white photos (from newspapers, magazines, and other sources) of "way out" creations and have students develop one or more color schemes for each.

Have students take color slides or snapshots that demonstrate good or unusual color harmony in nature. Combine results to create a resource book or a sound and slide presentation for use by other classes.

YOUR HIT PARADE

CONCEPTS

Careers require different knowledge, abilities, attitudes.
A person may be suited for several different careers.
Every career requires some special preparation.
Different occupations are interrelated in many ways.
Any career area has levels of responsibility.

PERFORMANCE OBJECTIVE

The student will be able to portray something of the complexity of a major industry and to identify the occupations involved in producing a hit record.

MATERIALS

Hit recordings, record player, clippings from magazines or newspapers, bulletin board

LESSON CAPSULE

Have students bring their favorite recordings to share with the class. In discussion, explore student knowledge and ideas about how such recordings are produced. Suggest that they select a recording and explore its history in detail.

You may wish to team up with a school music teacher in developing and conducting the remainder of this activity.

Continue by having the class speculate about who contributed at various stages in the evolution of the recording. Lead them to touch on composer, lyricist, arranger, conductor, instrumentalists, vocalists, studio engineers and managers, promoters, manufacturers, marketers, advertisers, jacket designers, publicists, distributors, music-store proprietors, disc jockeys, etc.

Have students list these occupations and then place them in the order in which they contributed to the recording.

If possible, have students find out who actually filled these positions on the particular recording they are researching. Letters of inquiry to recording companies and professionals might be written in language arts classes for extra credit. In the same or subsequent letters, students might request information about equipment, supplying companies, costs of various services and materials, and so on.

Urge other students to gather information from books and magazines on the life-styles of prominent people in the popular-music business. Encourage them to search out the negative as well as the positive aspects of celebrity life. For contrast with the "star" mode of living, the study group might be interested in determining the incomes and resulting life-styles of technicians in familiar urban industries. Ask students to make reports about what they have learned.

Appendix 104

HERE COMES THE JUDGE

CONCEPTS

Every occupation contributes to society.
Careers require different knowledge, abilities, attitudes.
Every person is an individual, with different abilities, interests, needs, values.
Every individual develops a personal "style," which he can fulfill in a career with a similar "style."
Careers can be grouped in various ways into "families," requiring similar abilities and providing similar rewards.
Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to identify and relate to the wide range of careers in the legal system of our country.

MATERIALS

Related reading matter, a court transcript if available, gavel, judge's robe, props used as evidence in mock trial, typewriter, stenographer's pad

LESSON CAPSULE

In a United States history or government class, involve the students in a court procedure. Through discussion, evaluate students' knowledge of various occupations involved in our legal system. Invite students to describe the work of judge, lawyer, policeman, coroner, doctor, newspaper reporter, newspaper editor, jury, clerk, court reporter, matron, guard, artist, and so forth.

Arrange with a local or county court to have your class attend a court session. You may have to contact the judge as well as the lawyers for the defense and prosecution to secure permission. Before you visit the courtroom, have the students form interest groups according to the various occupations involved in the legal system. At the session, have them observe all of the principals involved, particularly the representatives of their occupational selection. After the session is over, try to arrange for the various interest groups to interview the court personnel about their careers. You might have the students tape these interviews for use in researching the culminating activity.

Have students write thank-you letters to the adults who aided them.

Depending on the level of sophistication in the class, have students read aloud one of the great "trial" plays, such as *The Andersonville Trial* or *Inherit the Wind*. Have them read an actual court transcript if one can be obtained.

Engage students in planning and staging a mock trial. Divide the class into groups, according to their interest areas. At this point, one group should invent the crime. When the circumstances of the crime have been

developed, ask another group to write newspaper stories and editorials about it. Select individuals to play the roles of plaintiff, defendant, arresting officer, witness, judge, lawyers for the defense and prosecution, doctor, psychiatrist, court reporter, clerk, and jury.

Have the students research their roles. For example, the lawyers for the defense and prosecution should build their prospective cases. If, for instance, the mock trial involves a man who was hit in the neck with a golf club, the doctor will have to research the neck area in order to give convincing testimony. The psychiatrist, who might testify about the sanity of the defendant, will have to do research in the area of psychology. The policeman who first arrived on the scene of the incident will have to research police reports. The judge will have to research court procedure and the various sentences. The clerk will research his job, and so on for each role.

Students might publicize their activity throughout the school by releasing their newspaper articles about the upcoming trial and by announcing the roles played by the various students. In this way, the entire school will become involved in the activity vicariously.

To add interest and dramatic suspense, students might stage the mock trial in a closed court and then, after the trial, release the information in the form of a newspaper article. Students might also decide to restage the trial in an assembly program before the entire school. An interesting twist here might be to select the jury from among the student body.

OBSERVATIONS

This activity has been successfully carried out in the Public Schools of Hackensack, New Jersey, and by Diane McGee, W. P. Daniel High School, New Albany, Mississippi. In addition to increasing the students' knowledge of the judicial process and occupations related to the process, the mock trial enabled students to "get the feel" of several careers that require considerably more than a high school education. Intense interest and excitement were generated both in the classes and in the schools. The success of the activity demonstrates that role-playing at the high school level is still enthusiastically received by the students. In addition, role-playing is an excellent method for securing student involvement in exploring careers not covered by the school's work-study and work-experience programs.

Role-playing situations will vary, according to student interests and community facilities. The idea has been successfully applied to exploration of family-service groups, city government (executive and legislative work), political conventions, and labor-management negotiations in many high schools throughout the country.

Appendix 106

CLASSIFIED INFORMATION

CONCEPTS

Careers require different knowledge, abilities, attitudes.
A person may be suited for several different careers.
Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
The choice of a career usually involves a compromise between greater and lesser needs.
Different occupations are interrelated in many ways.
Any career area has different levels of responsibility.

PERFORMANCE OBJECTIVE

The student will be able to enumerate a variety of factors that influence career choice.

MATERIALS

Occupational reference guides; the Yellow Pages of the telephone directory; want ads

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LESSON CAPSULE

First have the students browse through the Yellow Pages from the telephone directory, occupational reference guides, and want ads from newspapers. Discuss ways in which the references are organized. Are occupations listed alphabetically? Are they grouped into clusters or "families"? In what other ways might occupations be classified?

As students share ideas about different means of categorizing occupations, record their ideas on the board. Then select one of their suggestions and develop a "test" situation similar to the following.

Divide the class into groups. Discuss the "test" categories—perhaps starting with *professional*, *skilled*, *semiskilled*, and *unskilled* occupations. Have the class identify a few occupations that fit each category. Then challenge the groups to use any resources at hand and compete to develop as long a list of careers in each category as possible.

When the groups have completed this exercise, have them combine the lists and create a chart. You might duplicate and distribute the chart so that each individual can plot a profile of one or more jobs that might appeal to him. Discuss the uses of such charts in career counseling, career decision-making, industrial analysis of jobs, and so forth.

After students complete their interest profiles, they might divide into the common-interest groups to discuss, compare, and contrast the personal qualifications and capabilities inherent in each occupation they have selected.

Upon the completion of the first segment of the activity, suggest that they repeat the procedure, using another set of categories. For example, the classifications might include *goods, services, location, income, creativity, schooling, opportunity for social contact, opportunity for independence, risk-taking, confinement,* and *freedom.* After the class has been divided into groups and has competed for the longest list, compare their first lists with their later ones. Undoubtedly, professional, skilled, semiskilled, and unskilled occupations will be scattered across other categories. For instance, a professional ecologist and an unskilled laborer both work primarily out-of-doors. A professional lawyer and an unskilled custodian both work indoors, and so forth. Again develop a chart, have the students plot profiles of one or more jobs that might appeal to them, and have them compare and contrast the qualifications and preparation for each career.

Occupations might also be classified as to whether they essentially involve ideas, things, or people; whether they are basically mental, social, manual, or artistic; whether they involve lifting and carrying, climbing and stooping, talking well, seeing well, variety and change, stress, and similar factors.

In addition to developing charts, students might compile job-family booklets. In these booklets, each job-family group description should enumerate the characteristics common to the jobs that are included.

As a culminating activity, you might divide the class into teams for a game. First call out a classification or a series of them and have each team write down as many careers as possible that fit into the category. Keep score. The team that comes up with the most careers fitting the category wins the game.

OBSERVATIONS

This activity is adapted from programs carried out at the State Department of Instructional Services, Cheyenne, Wyoming; Mid-Hudson Career Development and Information Center, Beacon, New York; Career Development Summer Workshop, Oregon Consolidated Schools, Wisconsin; Lakeshore Technical Institute, Sheboygan, Wisconsin; World of Work Project, Bismarck, North Dakota; the Area Schools of Robbinsdale, Minnesota; Division of Instructional Services, Racine, Wisconsin; and the Memphis City Schools, Memphis, Tennessee.

By going through the process of classifying careers in several different ways, the students discovered that many factors influence career choice and were able to pin down more specifically their particular interests.

FINANCIAL FACTS OF LIFE

CONCEPTS

Every individual can have a meaningful, rewarding career.

Every person is an individual, with different abilities, interests, needs, values.

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."

People pursue careers for many reasons.

A person may be suited for several different careers.

Every career requires some special preparation.

The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

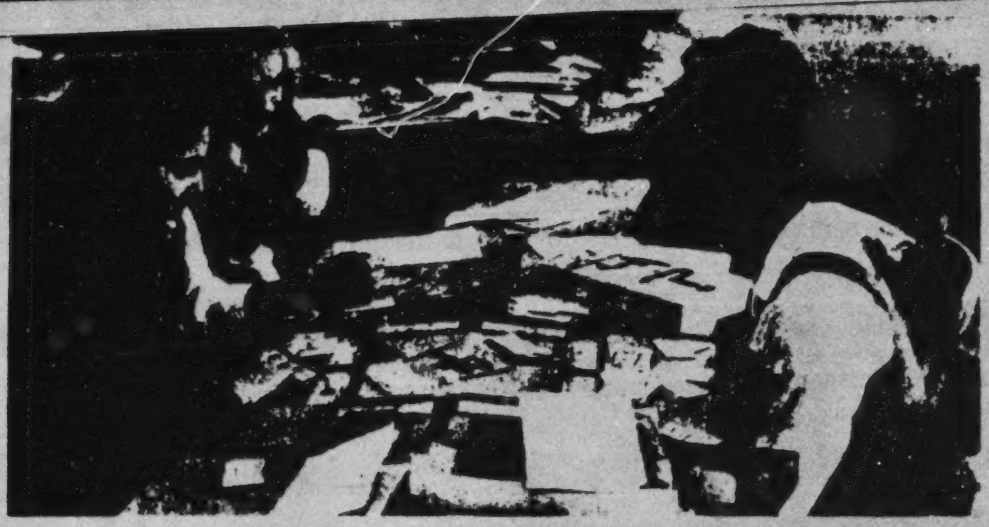
The student will be able to evaluate several potential career choices in terms of the standard of living he or she would like to attain.

MATERIALS

Reference books, career kits, audiovisual materials

LESSON CAPSULE

Have students mentally project themselves ten or fifteen years into the future and write a brief description of what they think their



life-style might be. If necessary, write a list of guide words on the board for consideration. *For example:*

Married or single
Own or rent home (apartment, trailer)
Children
Furniture
Car
Clothes
Vacation
Recreation and entertainment
Insurance
Savings

When the life-style projections are complete, have each student select four careers to research in terms of income, location of work, future employment opportunities, and other conditions that might influence his or her personal life (education, chances of promotion, status, and so forth). Two of the occupations should be careers the student is considering seriously. One should be a related career. One should be a career the student never has thought about before.

Finally, help the students develop budgets based on their desired life-style and on each of the careers they investigated. In addition to life-style considerations, students should also include estimates of income and property taxes, utilities, repairs, office and equipment costs (if in business for themselves), emergency funds, birthday and holiday gifts, education costs, job level and income aften ten years of experience.

When the budgets are completed, divide the class into small groups of no more than five students each to compare their ideas of life-styles, job markets, budgets, and career problems. Also have each group work with individual members who came out with too much month at the end of his or her money. Guide them in suggesting solutions (adjusting the budget, moonlighting, sending the marriage partner out to work, and so on).

OBSERVATIONS

For many students, budgeting is a meaningless concept. The money they earn and spend while still living at home does not drastically affect their life-style. By projecting into the future and attempting to match careers with life-style goals, students are able to test the impact of independence and decision-making without bearing the consequences of their actions.

Contributed by Rudy Steidl, Bismarck High School, North Dakota, and by Jude T. Sorapuru, Richard A. Theodore, and William G. Young of George Washington Carver Senior High School, New Orleans, Louisiana

Appendix 108

AFTER GRADUATION...

CONCEPTS

People pursue careers for many reasons.
Every career requires some special preparation.
Career preparation must follow a plan.
The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

The student will be able to present comprehensive data on local employment opportunities for high school graduates.

MATERIALS

Reference books on occupations

LESSON CAPSULE

To increase students' awareness of the numerous employment, training, and educational opportunities available upon graduation from high school and to bring students more closely in contact with the decision-making processes others have gone through, suggest that the class find out what has happened to a number of recent graduates from their school.

To begin the exploration, you might first develop a list of graduates with whom students are personally acquainted and who might be available for interviews later in the study. In class discussion, explore the work activities of the individuals chosen. Suggest that, during the discussion, students make notes about the kinds of information they would like to obtain from later surveys, interviews, and questionnaires.

Break the class into planning committees. Have each group develop a tentative survey sheet to aid the investigation. Then have the groups present their plans to the class and explain the organization and the selection of questions. The class might select one of the surveys for everyone to use or develop a new one that is a composite of all the sheets that were submitted. An outline of one possible survey form is given below.

Survey of Graduates

Name_____

Year of Graduation_____

High School "Major"_____

If you presently have a job—

1. What is the title?
2. What work tasks do you perform?
3. What is the work environment like?
4. What kinds of qualifications (physical, intellectual, emotional, legal) are requisites for this job?
5. What kinds of preparation did you need in order to get the job?
6. What further education or training do you need and where can this be obtained?
7. How available is this kind of job—locally, regionally, nationally?
8. What are the advantages and disadvantages of this occupation?
9. How did you decide to enter this occupation? What alternatives were you considering?

10 How long do you predict you will stay in this field of work?

If you presently are continuing your education—

1 Where are you going to school?
2 Why did you select this institution?
3 In what program of study are you involved?
4 For what kinds of occupations will this training or education prepare you?
5 How long will it take to complete your program?
6 How much does this program cost?
7 How will you go about finding a job when this program is completed?
8 Where would you like to live and work? Why?
9 Probably, following high school graduation, you could have gone to work immediately. Why did you elect to continue your education instead of entering the job market? What factors strongly influenced your decision?

If you presently are unemployed and not continuing education or training—

1 How long have you been out of school?
2 Have you held a job or continued your education at any time since graduation?
3 What factors or circumstances led to your present life-style?
4 What are your plans for the future?
5 What are you doing toward meeting these goals?

If you have the names and present addresses of other members of your graduating class, please list below. We would very much like to interview them and extend this survey as far as possible.

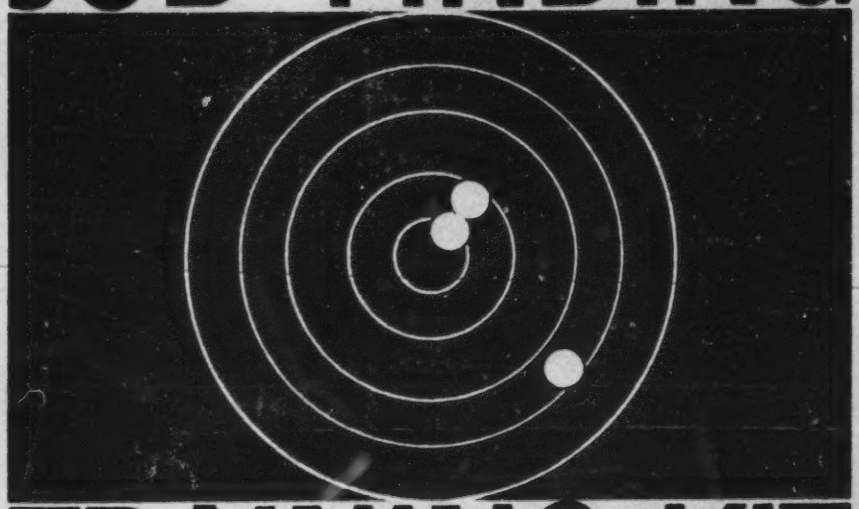
When the final survey questionnaire is complete, have students devise a research plan. Some students might interview, by phone or in person, the individuals identified in the pre-survey discussion. Others might write letters and send questionnaires to graduates (care of parents or guardians if addresses are unknown).

An interested group of students might study a variety of statistics about high school graduates and develop graphs and charts indicating national trends—percentage of unemployed, percentage entering college, percentage drafted or volunteering for military service, percentage elected or appointed to public offices, and so forth. Then, when the class survey is complete, similar charts and graphs might be developed about the graduate sample studied. These might then be compared with the national "picture."

Survey data may be compiled in various ways to form resource tools. A group of students might compile a set of occupation

Appendix 109

JOB FINDING



TRAINING KIT

STATE OF OREGON
EMPLOYMENT DIVISION
OREGON STATE EMPLOYMENT SERVICE

OSES 8 7/68

MY PERSONAL APPRAISAL

1. What things or activities have I done successfully in my life?

2. What things have I been commended for doing well?

3. What things do I really like to do?

4. What jobs have I done? When and where?

5. What tools or equipment can I operate?

6. What things or situations do I dislike?

7. What have previous employers criticized me for?

8. What kind of a job do I want?

Sample

MY PERSONAL APPRAISAL

1. What things or activities have I done successfully in my life?

   1. Painted garage
   2. Made 3 suits and 1 coat
   3. Remodeled plans for cousin's house
   4. Ceramics

2. What things have I been commended for doing well?

   1. Drawing plans of kitchen cabinets and desks
   2. Award for homemaking
   3. Cooking
   4. Sewing
   5. Setting others' hair
   6. Remodeling clothes
   7. Refinishing furniture
   8. Writing short stories

3. What things do I really like to do?

   1. Clean house
   2. Study designs of houses and furnishings
   3. Make drapes and curtains
   4. Refinish furniture
   5. Care for children of all ages
   6. Sketch scenes, furniture, or clothes
   7. Work on ceramics
   8. Sewing
   9. Try new recipes

4. What jobs have I done?

   1. Much baby sitting for all ages (Approximately 6 years)
   2. Ironing and housecleaning (2 years ago)
   3. Planned menus for girls' summer camp (1960)
   4. Waitress (part-time while in high school)
   5. Folded letters, stamped and addressed envelopes for ABC Co. (1959-60)
   6. Bookkeeper, billing machine operator, typist, and receptionist for father (1961-62)

5. What tools or equipment can I operate?

   1. Calculator (Friden, Marchant)
   2. Typewriters: Royal (standard, portable, and electric)
      IBM Electric
   3. Billing Machine (IBM)
   4. Mechanical drawing instruments

6. What things or situations do I dislike?

   1. Working in a group with many women - too gossipy and nosey.
   2. Doing outside painting
   3. Driving in heavy traffic

7. What kind of a job do I want?

   Fashion designer, interior decorator, bookkeeper

Sample

MY PERSONAL APPRAISAL

1. What things or activities have I done successfully in my life?

   1. Painted garage
   2. Shingled roof - composition and wood
   3. Minor plumbing repairs
   4. House cleaning-washing floors, woodwork and windows, etc.

2. What things have I been commended for doing well?

   1. Drawing plans of kitchen cabinets and desks
   2. Award for speech making
   3. Refinishing furniture
   4. Writing letters for a civic organization
   5. Outdoor cooking
   6. Cutting hair
   7. Fixing cars
   8. Setting up camp

3. What things do I really like to do?

   1. Refinish furniture
   2. Sketch scenes and furniture
   3. Repair and refinish rifles
   4. Draw maps of local areas
   5. Make own fishing flies and arrows
   6. Drive cars and cats
   7. Take pictures - stills and movies
   8. Read to invalids and older people
   9. Study designs of houses

4. What jobs have I done?

   1. Steel castings shaker (1946-47)
   2. Molder, machine (1947-52)
   3. Ladle carrier (1952-53)
   4. Wire strapper (1953-54)
   5. Heavy construction laborer (1954-56)
   6. Cat operator-D6 up to D10 (1957-62)
   7. Hay hand (Summer of 1963)

5. What tools or equipment can I operate?

   1. Cats - D6 through D10
   2. Barbering equipment: Hand and electric shears and long-handled razors and razor straps
   3. Plumbing tools: Pipe wrenches, cutters, reamers, threaders and blow torches
   4. Typewriter: Underwood portable

6. What things or situations do I dislike?

   1. Working indoors
   2. Being around a large group of people
   3. High speed driving

7. What kind of a job do I want?

   1. Cat skinning or logging

PROSPECT LIST

Name of Firm Address Phone Number	Person to Contact	Date	Remarks

ADVERTISEMENT:
Foundry Coremaker wanted. Thoroughly experienced.
Write Box 666 Daily Rifle.

Box 666
Daily Rifle
Vancouver, Washington

November ___, 196_

Gentlemen:

My experience has been gained working as a coremaker apprentice at the American Car and Foundry Company for three years. As a journeyman, I have worked on small and large sized cores, both floor and machine, at the Malleable and Steel Company for the past six years.

I will be glad to meet with you at your convenience and present my qualifications.

I have good transportation, am available for an interview, and could go to work immediately.

Very truly yours,

Bill Walker
36 Hillsdale
Oregon City, Oregon

ADVERTISEMENT:
Machine Dishwasher. Experienced.
Write Box B 943 The Daily Oregon News

January __, 196_

Box B 943
Daily Oregon News
Medford, Oregon

Gentlemen:

I have worked as a machine dishwasher for the past three years in a large Omaha restaurant.

Until moving to Medford one week ago, I had made my home in Nebraska for the past twelve years. My grown family is in Ashland.

I am seeking permanent work. I have applied for my health card. I have a quiet but personable personality and am neat, clean and available for work immediately. I have transportation and can work any shifts.

Very truly yours,

Edward Lahey
P.O. Box 10
Ashland, Oregon
Phone: 346-8892

ADVERTISEMENT:
Secretary - Career minded. Experienced. Shorthand necessary. Give education and job experience. Salary open. All replies confidential W941 Rose City News.

W 941
Rose City News
Portland, Oregon

October__, 196_

Gentlemen:

I am seeking a permanent secretarial position in Portland.

Since leaving business school six months ago, I have filed documents, typed letters from shorthand notes, and performed relief receptionist duties.

I graduated from the Sales Business College after completing a twelve-month secretarial course. I type a net fifty words per minute and take dictation with good accuracy at ninety-six words per minute.

In enjoy meeting people, like work with a challenge, and would be pleased to meet with you at your convenience.

Very truly yours,

Pat Brown
3542 Liberty Road
Salem, Oregon
Phone: 364-8192

ADVERTISEMENT:
SALESMAN IN FURNITURE STORE: Must have thorough knowledge of furniture and experience. Excellent opportunity for right party. State age. Confidential. Box 345 - The Salem Reporter.

May __, 196_

Box 345
The Salem Reporter
Salem, Oregon

Gentlemen:

I am replying to your advertisement appearing in Saturday's paper as I sincerely believe that I have the requisites that you would desire from a new member of your sales staff.

I have had over twelve years' experience with the country's most outstanding furniture dealers--and my earnings, <u>based upon actual sales records</u>, have been considerably above the average.

I am in the prime of my life, make an impressive appearance and have a thorough knowledge of the merchandising end of the furniture business. In addition, I possess that rather rare faculty of being able to make permanent repeat clients of the customers I serve.

I would greatly appreciate the opportunity of a personal interview, at which time I will be pleased to give you complete details regarding my former employment, as well as necessary references.

I trust that I may be granted such an interview at your earliest convenience.

Very truly yours,

Bill Holt
6892 Walnut Avenue
Salem, Oregon
Phone: 984-6692

ADVERTISEMENT:
WANTED - High school graduate to work in machine shop.
Excellent opportunity for advancement for young man
with mechanical aptitude and willingness to learn.
Give full details. AB 122

AB 122
Daily Emerald News
Eugene, Oregon

July __, 196_

Gentlemen:

I am enclosing a personal folder which describes my qualifications and I wish to apply for the machine shop job advertised in Tuesday's News. It sounds just like the type of work in which I am interested and I believe I have the qualifications for the job.

You will note that I have already had some experience along mechanical lines, and I am eager to have the opportunity to learn more. I read various magazines including Popular Mechanics, and have a workshop in the basement at home where I like to experiment with mechanical equipment. Right now I am building a model atomic reactor.

I would appreciate the opportunity of coming to see you and learning more about the job. I can be reached at EMerson 7-3306.

Very truly yours,

Earl Todd
823 Walnut
Brownsville, Oregon

A LETTER OF ACKNOWLEDGEMENT

June __, 196_

Mr. Ronald T. Jones, Personnel Director
Martin Machine Company
3737 Duck Street, NE
Beaverton, Oregon

Dear Mr. Jones:

Thank you for the interview this afternoon. I appreciated very much the time and consideration you gave me.

The bookkeeping position which we discussed is definitely interesting to me and I hope that you will consider my qualifications. I believe that I can be of service to you.

Very truly yours,

Frederick M. Groton
3459 Freemont
Hillsboro, Oregon
Phone: 982-6634

INFORMATION FOR RESUME

Name _____ Telephone _____

Address _____

City and State _____

EMPLOYMENT OBJECTIVE (Indicate kind of job you desire)

_____

_____

_____

WORK HISTORY (Start with most recent job and work back)

Name of Company _____

Immediate Supervisor's Name _____

Dates:

From _____ Address _____

To _____ Job Title _____

Duties (Describe in detail the work you did)

_____

_____

_____

_____

_____

_____

Name of Company _____

Immediate Supervisor's Name _____

Dates:

From _____ Address _____

To _____ Job Title _____

Duties (Describe in detail the work you did)

_____

_____

_____

(Attach additional pages for other significant jobs.)

EDUCATION: High School Graduation? Yes ( ) year____, No ( ) yrs. attended __

(List all other education, such as Business School, College - major subject, degree, date received - special courses related to work choice, professional certificates or licenses, scholarships, and honors.)

PERSONAL DATA

Date of Birth _____ Height _____ Weight _____

Marital Status _____ Number of Dependents _____

HOBBIES

REFERENCES (Give name and address where each can be contacted)

1.

2.

3.

A GUIDE FOR PREPARING YOUR RESUMÉ

1. WHAT IS A RESUME?

It is an inventory for submittal to an employer. It tells what you have to offer a particular employer for a particular type of position.

It is a job-hunting tool, a personal cataloging of your job qualifications. It "get you on paper", briefly and accurately, for the prospective employer to see.

Its principal function is to secure for you an interview with an employer by interesting him in your abilitites. It does this by presenting, attractively and systematically:

WHO YOU ARE
WHAT YOU KNOW
WHAT YOU HAVE DONE
WHAT KIND OF WORK YOU WANT
WHY YOU SHOULD BE HIRED

2. WHY A RESUMÉ?

Because the resumé has proven itself to be one of the most effective job-hunting tools.

Because using the resumé in job-searching is standard practice. This is especially true for professional, scientific, executive, and managerial positions. Many employers recognize the value of the resumé as a means of securing qualified employees.

Properly prepared, a resumé helps you to "get a foot in the door." Often, it is the deciding factor in whether or not you get an interview.

Resumes can save you time by eliminating purposeless interviews with employers not in the market for your job qualifications. A resume can be mailed to a number of prospective employers, many more than you could possibly visit.

Preparation of a resumé, in itself, will help to organize your job campaign. It will start you thinking methodically about your qualifications and opportunities. Assembling all the facts about yourself will increase your self-assurance, build your confidence for the crucial personal interview with an employer. You can discuss your capacities with an employer without fumbling for dates and significant facts. You can avoid overselling and understatement alike.

Finally, after you have concluded your job interview, your resume can remain with the employer--a visual reminder of what you covered during the interview.

3. THE FIRST STEP - YOUR ASSET LIST

The first step in preparing the resume is to total the score--to prepare a list of your "job assets" under these headings:

WORK HISTORY
EDUCATION
PERSONAL CHARACTERISTICS
RESOURCES

This list will become the raw material you will use in developing your basic resume, so evaluate yourself realistically, and in terms of the job you are seeking. Try to put yourself in the place of the employer. In his place, what would you want to know?

I. WORK HISTORY

List all your employment. Ask yourself the following questions about each job.

What was my job title?
What were the details of my job duties?
Why was I hired for the job?
What did I like about the job? Why?
What did I dislike about the job? Why?

What part of the job did I do best? Why?
What part least well? Why?
What experience did I gain that I can apply to another job?
What special skills or talents did I develop on the job?
How long did I work on the job?
Why did I leave the job?
What references can I obtain, if necessary?
What personality factors helped make me successful on the job?

II. EDUCATION

This should be emphasized if you have had little or no work experience.

Schools attended, dates.
Courses taken, degrees, dates.
Subjects liked best, and why.
Subjects liked least, and why.
Subjects excelled in, grades, honors.
Extracurricular activities, athletics, debating clubs.
Scholarships, honors.
Special skills: typing, stenography, business machines, etc.

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I am replying to your advertisement appearing in Saturday's paper as I sincerely believe that I have the requisites that you would desire from a new member of your sales staff.

I have had over twelve years' experience with the country's most outstanding furniture dealers--and my earnings, based upon actual sales records, have been considerably above the average.

I am in the prime of my life, make an impressive appearance and have a thorough knowledge of the merchandising end of the furniture business. In addition, I possess that rather rare faculty of being able to make permanent repeat clients of the customers I serve.

I would greatly appreciate the opportunity of a personal interview, at which time I will be pleased to give you complete details regarding my former employment, as well as necessary references.

I trust that I may be granted such an interview at your earliest convenience.

Very truly yours,

Bill Holt
6892 Walnut Avenue
Salem, Oregon
Phone: 984-6692

ADVERTISEMENT:
WANTED - High school graduate to work in machine shop.
Excellent opportunity for advancement for young man
with mechanical aptitude and willingness to learn.
Give full details. AB 122

AB 122
Daily Emerald News
Eugene, Oregon

July __, 196_

Gentlemen:

I am enclosing a personal folder which describes my qualifications and I wish to apply for the machine shop job advertised in Tuesday's News. It sounds just like the type of work in which I am interested and I believe I have the qualifications for the job.

You will note that I have already had some experience along mechanical lines, and I am eager to have the opportunity to learn more. I read various magazines including Popular Mechanics, and have a workshop in the basement at home where I like to experiment with mechanical equipment. Right now I am building a model atomic reactor.

I would appreciate the opportunity of coming to see you and learning more about the job. I can be reached at EMerson 7-3306.

Very truly yours,

Earl Todd
823 Walnut
Brownsville, Oregon

A LETTER OF ACKNOWLEDGEMENT

June __, 196_

Mr. Ronald T. Jones, Per:onnel Director
Martin Machine Company
3737 Duck Street, NE
Beaverton, Oregon

Dear Mr. Jones:

Thank you for the interv:w this afternoon. I appreciated very much the time and considerati you gave me.

The bookkeeping position hich we discussed is definitely interesting to me and I hopethat you ill consider my qualifications. I believe that I can be of service to y .

Very truly yours,

Frederick M. Groton
3459 Freemont
Hillsboro, Oregon
Phone: 982-6634

INFORMATION FOR RESUME

Name _____ Telephone _____

Address _____

City and State _____

EMPLOYMENT OBJECTIVE (Indicate kind of job you desire)

_____

_____

_____

WORK HISTORY (Start with most recent job and work back)

Name of Company _____

Immediate Supervisor's Name _____

Dates:

From _____ Address _____

To _____ Job Title _____

Duties (Describe in detail the work you did)

_____

_____

_____

_____

_____

_____

Name of Company _____

Immediate Supervisor's Name _____

Dates:

From _____ Address _____

To _____ Job Title _____

Duties (Describe in detail the work you did)

_____

_____

_____

(Attach additional pages for other significant jobs.)

EDUCATION: High School Graduation? Yes ( ) year____, No ( ) yrs. attended __

(List all other education, such as Business School, College - major subject, degree, date received - special courses related to work choice, professional certificates or licenses, scholarships, and honors.)

PERSONAL DATA

Date of Birth _____ Height _____ Weight _____

Marital Status _____ Number of Dependents _____

HOBBIES

REFERENCES (Give name and address where each can be contacted)

1.

2.

3.

A GUIDE FOR PREPARING YOUR RESUMÉ

1. WHAT IS A RESUME?

It is an inventory for submittal to an employer. It tells what you have to offer a particular employer for a particular type of position.
It is a job-hunting tool, a personal cataloging of your job qualifications. It "get you on paper", briefly and accurately, for the prospective employer to see.
Its principal function is to secure for you an interview with an employer by interesting him in your abilitites. It does this by presenting, attractively and systematically:

WHO YOU ARE
WHAT YOU KNOW
WHAT YOU HAVE DONE
WHAT KIND OF WORK YOU WANT
WHY YOU SHOULD BE HIRED

2. WHY A RESUMÉ?

Because the resumé has proven itself to be one of the most effective job-hunting tools.
Because using the resumé in job-searching is standard practice. This is especially true for professional, scientific, executive, and managerial positions. Many employers recognize the value of the resumé as a means of securing qualified employees.
Properly prepared, a resumé helps you to "get a foot in the door." Often, it is the deciding factor in whether or not you get an interview.
Resumes can save you time by eliminating purposeless interviews with employers not in the market for your job qualifications.
A resume can be mailed to a number of prospective employers, many more than you could possibly visit.
Preparation of a resumé, in itself, will help to organize your job campaign. It will start you thinking methodically about your qualifications and opportunities. Assembling all the facts about yourself will increase your self-assurance, build your confidence for the crucial personal interview with an employer.
You can discuss your capacities with an employer without fumbling for dates and significant facts. You can avoid overselling and understatement alike.
Finally, after you have concluded your job interview, your resume can remain with the employer--a visual reminder of what you covered during the interview.

3. THE FIRST STEP - YOUR ASSET LIST

The first step in preparing the resume is to total the score--to prepare a list of your "job assets" under these headings:

WORK HISTORY
EDUCATION
PERSONAL CHARACTERISTICS
RESOURCES

This list will become the raw material you will use in developing your basic resume, so evaluate yourself realistically, and in terms of the job you are seeking. Try to put yourself in the place of the employer. In his place, what would you want to know?

I. WORK HISTORY

List all your employment. Ask yourself the following questions about each job.

What was my job title?
What were the details of my job duties?
Why was I hired for the job?
What did I like about the job? Why?
What did I dislike about the job? Why?

What part of the job did I do best? Why?
What part least well? Why?
What experience did I gain that I can apply to another job?
What special skills or talents did I develop on the job?
How long did I work on the job?
Why did I leave the job?
What references can I obtain, if necessary?
What personality factors helped make me successful on the job?

II. EDUCATION

This should be emphasized if you have had little or no work experience.

Schools attended, dates.
Courses taken, degrees, dates.
Subjects liked best, and why.
Subjects liked least, and why.
Subjects excelled in, grades, honors.
Extracurricular activities, athletics, debating clubs.
Scholarships, honors.
Special skills: typing, stenography, business machines, etc.

III. PERSONAL CHARACTERISTICS

Evaluate your personal characteristics for their job significance. Be as objective as you can. Weigh both your assets and possible liabilities. An honest appraisal may help you to determine where your strongest vocational interests lie.

IDENTIFYING DATA

Name	Date of Birth
Address	Marital Status (including number of dependents)

PHYSICAL DATA

Height and Weight Health and Physical Capacities

APPEARANCE (And personal grooming)

SPEECH

Vocabulary Grammar Enunciation Pronunciation

SOCIAL CONDUCT AND ATTITUDES

Adaptability	Cheerfulness	Cooperativeness
Aggressiveness	Reticence	Mannerliness
Tact	Tolerance	

IV. RESOURCES

List all possible resources, i.e., leads, sources of information, contacts and aids, which you may want to use in planning your job campaign.

Firms that may have the kind of job you want.
Business associates.
Personal friends and acquaintances.
School friends and instructors.
Employment agencies: public, private, and school.
Professional organizations.
Trade directories.

4. PLANNING YOUR RESUME

Preliminary Analysis of Your "Job Asset" List

The information contained in your asset list must now be analyzed--graded for importance, selected for effectiveness, rejected when it is not to the point. Using the data in your asset list, design your basic resume. Start by asking yourself these questions:

What kind of a job am I seeking?
What kind of firm may have openings in my kind of job?
Which parts of my training and experience relate to the job I am seeking? Which parts, if any, shall I minimize?
Which of the details in "Personal Characteristics" should I include in my final resume?
Which details will help me get an interview for the type of work I want, in the kind if firm or industry I prefer?

Organization of Data

There is no one best way to organize a resume. The best format for you is one which highlights your job capacity in terms of the type of job you are seeking. In general, however, most resumes are arranged in one of two ways:

I. BY WORK EXPERIENCE--

Start with your current or most recent job and, proceeding in inverse chronological order, give the employer, type of firm and work performed for each job you have held.

II. BY FUNCTION OR SPECIALIZATION--

Start with the most relevant function you perform (relevant from the prospective employer's point of view) and continue with other functions, in the order of their pertinence. Describe how each function was performed and the scope of your responsibility. Give specific illustrations of your skills and knowledges, and any outstanding results achieved. The functional method is particularly effective in those occupations where the work is varied, or there are frequent changes of assignment, such as public relations, construction engineering, and free-lance commercial art.

Brevity

Remember that your resume will usually go to a Personnel or Employment Manager, who must read many resumes every day. So--organize your resume, keep it as brief as possible but still tell your story adequately and accurately. If possible, limit your resume to a single sheet.

Keep it brief and specific. If your resume passes the Personnel Department's screening, it will often be reviewed by a second interested individual, usually from the work area for which you are best qualified. For example, the resume of an engineering applicant who seems to have the desired experience or potential will likely be reviewed by the engineer responsible for supervising a certain technical area; therefore, the resume must contain specific information to enable that engineer to decide if further consideration is warranted.

5. A SUGGESTED RESUME OUTLINE

I. HEADING

The following identifying information should always precede all other data:

Name _____
Address _____
Telephone Number _____

II. OCCUPATIONAL INTEREST AND GOAL

This is your job objective. Specify the kind of job or field of work you want. If your background qualifies you for several jobs, list them in the order of your preference. For example:

Airport Engineer
Highway Engineer

You may elaborate briefly on your goal at the beginning of the resume, or in your covering letter.

III. WORK HISTORY

Organize this section of your resume as suggested below, either under A (by job) or under B (by function), whichever highlights your work experience better.

A. By Job

1. List your jobs in inverse chronological order.

   Dates of employment
   Employer, address, nature of business
   Name and title of supervisor
   Position you held
   Salary (Optional)

2. Describe for each job:

   a. Job Duties--Tasks performed, emphasizing those requiring the highest degree of skill and judgment. Indicate specialization and any duties beyond your regular assignment. Include any special tools, instruments or equipment used and the degree of skill involved.

   b. Scope of Responsibility--Tell how many persons you supervised, if you held a supervisory post, and to whom you were responsible.

   c. Accomplishments--Outline any outstanding results achieved. If possible, give concrete facts and figures, rather than generalities.

B. By Function

1. List the functions (field or areas of specialization) you performed in the order of their pertinence to your job objective. For example, if you did public relations work in several previous jobs and you are now applying for a public relations position, make an entry under "Public Relations" and group your experience under this heading.

2. Describe in brief the work you did in each of the broad functional fields in which you qualify. This will provide a composite of your job duties, scope of responsibility, and accomplishments. Use a terse, narrative style with active verbs, and few personal pronouns--especially the first person singular.

IV. MILITARY EXPERIENCE

Branch of service.
Length of service.
Duties performed. List major assignments, detailing those pertinent to the job you are seeking.
Draft classification (optional).

V. EDUCATION

1. High School (do not include if you have had substantial post-high school education or training).
2. College--Major subject, degree, and date received.
3. Graduate School--Major, degree, and date received.
4. Other Education or Training.
5. Professional Certificates or Licenses.
6. Courses directly related to your occupational choice (list in detail if your work experience is limited).
7. Internship.
8. Scholarships and honors.
9. Extracurricular activity.

VI. MISCELLANEOUS INFORMATION

Items, No. 3 and No. 4 apply particularly to recent college graduate "generalists" and others without extensive work experience.

1. Professional Contributions and Achievements:

   --Publications
   --Membership in organizations
   --Inventions and patents

2. Languages--speaking, reading, writing ability.
3. Hobbies and Outside Interests.
4. Special Skills--typing, stenography, operation of business machines, etc.

VII. Personal Data

1. Date of Birth (optional).
2. Marital Status and Dependents.
3. Height and Weight.

6. SOME SAMPLE RESUMES

On the following pages are some sample res es. Use them as springboards to develop appropriate ideas and approache They may also aid you in presenting your resume in an organized a d attractive form.

Page		Descriptio of Sample Resume
18	Type:	Combined education and wor history, with strong emphasis on educati and desire for advancement to a responsib position. Recent graduate.
	Reason:	Applicant has a strong aca mic background, with courses closely geared to al in the field of labor and industrial relations. ere again, the functional type of resume is not indi ted because of limited work experience.
20	Type:	Work-history arrangements, uties with each employer fully detailed.
	Reason:	A summary of the positions eld clearly outlines the applicant's career develop nt in the field of office and credit management. A f nctional type of resume was not used because only one a ea of specialization is involved.
21	Type:	Functional arrangement, wit brief listing of employers.
	Reason:	Applicant has had extensive experience in three distinct fields, and some experience in two others. This experience was gained with a number of employers but is consolidated in this resume under the proper "functional" headings.

JOHN HAVILAND (date of resume)
826 Tenth Avenue
Santa Ana, California
LAmbert 8-1136

OCCUPATIONAL GOAL: Ultimate- Labor and Industrial Relations
Immediate- Personnel Clerk or Interviewer
Time and Motion Study
Production Control Clerk
Payroll Clerk

EDUCATION: University of California at Los Angeles
B.A. February 196_ Major-Labor Management

Major Subjects	Minor Subjects
Business Organization	Accounting
Business Management	Economics
Industrial Psychology	Humanities
History of Labor Unions	
Job Analysis	
Time and Motion Study	
Personnel	
Internship	

Honors: Phi Beta Kappa

Extracurricular Activity:

Industrial Relations Society
Intramural Athletics

SUMMER AND PART-TIME EXPERIENCE:

6-6_ to 9-6_--Jomet Metal Products, 120 Spring St., Santa Ana
Part-time assistant payroll clerk.

6-6 to 9-6 --Western Auto Stores, 8213 4th Avenue, Santa Ana
Part-time stock clerk; assisted manager in waiting on trade.

MILITARY STATUS: National Guard. Requires weekly evening meeting and 15-day encampment annually. Obligation will be completed 1964.

SPECIAL SKILLS: Typing-50 words per minute
Burroughs & Marchant Business Machine (biller)
Chauffeur's license
Radio operator, License X-1245
Read and speak Spanish fluently

PERSONAL DATA: Date of Birth- 4-4-3
Married - No children
Height-6'1" Weight 180 lbs.
Willing to accept work anywhere in the United States

REFERENCES:

Mr. Henry A. Neff, Professor	Dr. John O. Ryan	Mr. J.L. Schapp
School of Business Management	3445 Woodburn Ave.	General Chemical
U.C.L.A., Los Angeles, Calif.	Santa Ana, Calif.	Santa Ana, Calif.

THOMAS S. GREAVES
857 Mongrove Ave.
Los Angeles, Calif.
EXmont 3-4693

(date of resume)
GENERAL MANAGER
EXECUTIVE ASSISTANT
CREDIT MANAGER

GENERAL BACKGROUND

Twenty years of business experience in the field of office and credit management and accounting. Have set up office procedures and installed systems of all types, including those for machine accounting, payroll records, credit, and order control. Worked in close contact with sales departments which necessitated setting up systems for the handling of sales statistics, commission records, and market analysis.

EXPERIENCE

19__-19__ Jackson P. Phillips, Inc., Los Angeles, Calif. OFFICE MANAGER
Distributors of Coated Papers

Started as credit manager. Set up systems of credit and control, to facilitate handling large orders on a brokerage basis, and for the many smaller accounts controlled through the firm's own warehouse. Developed and placed in operation a system of procedures and records whereby the credit for both methods of sale could be handled by the existing clerical staff. At the end of the first year of the operation, the losses dropped and never exceeded ½ of 1% on a volume of sales reaching well over 2 million dollars a year.
At the end of the second year was appointed Office Manager and Executive Assistant to the President. Responsibilities covered:

- Supervision of credit and collection.
- Supervision of accounting operations.
- Originating and installing office systems, procedures, order and inventory control.
- Sales analysis, costs, expense accounts.
- Supervision of traffic, warehousing and delivery operations.
- Personnel management.
- Selection and purchase of office equipment.
- Correspondence, contracts

19__-19__ Interstate Credit Service Corp., OFFICE MANAGER
San Francisco, Calif.
Credit Consultants and Collectors

Responsible for reorgnization of office with staff of 55 office workers. Revised and developed procedures; organized office layout for better flow of work, reorganized supervision; instituted training in order to achieve maximum efficiency. Then handling of 5300 accounts necessitated the installation of standard procedure in all departments and the reorganization of the control systems.

19__-19__ H.F. Smith Co., Sacramento, Calif. EXECUTIVE ASST. to
Distributors of Special Tools GENERAL MGR.

Responsibilities were concerned with the installation of uniform office systems for 10 branch offices throughout eastern United States. This included the execution of company credit policy and collection. Also in charge of publication of monthly house organ for branch managers. Responsible for coordination and analysis of branch reports of sales and inventories.

Prior Employment: Accountant and credit manager for National Jewelers, Inc., and Hobson's Retail Credit Corp.

References: Furnished on request.

HAROLD W. COLTON
304 Oak Street
San Francisco, Calif.
PRospect 8-8765

(date of resume)

OBJECTIVE
Sales Executive

SALES PROMOTION- Devised and supervised sales promotion projects for large business firms and manufacturers, mostly in the electronics field. Originated newspaper, radio and television advertising and co-ordinated sales promotion with public relations and sales management. Analyzed market potentials and developed new techniques to increase sales effectiveness and reduce sales costs. Developed sales training manuals.

As sales executive and promotion consultant handled a great variety of accounts. Sales potentials in these firms varied from $100,000 to $5,000,000 per annum. Was successful in raising the volume of sales in many of these firms 25% within the first year.

SALES MANAGEMENT- Hired and supervised sales staff on a local, area and national basis. Established branch offices throughout the United States and developed uninform systems of processing orders and sales records. Promoted new products as well as improving sales of old ones. Developed sales training program. Developed a catalogue system involving inventory control to facilitate movement of scarce stock between branches.

MARKET RESEARCH- Devised and supervised market research projects to determine sales potentials, as well as need for advertising. Wrote detailed reports and recommendations describing each step in distribution, areas for development and plans for sales improvement.

SALES- Retail and wholesale. Direct sales to consumer, jobber and manufacturer. Hard goods, small metals and electrical appliances.

ORDER CLERK- Received, processed and expedited orders. Trouble shooter. Set up order control system which was adopted for all branches.

FIRMS

19__-19__	B.B. Bowen Sales Development Co., San Francisco, Calif.	Sales Executive
19__-19__	James Bresher Commercial & Industrial Sales Research Corp., Oakland, Calif.	Sr. Sales Promotion Mgr.
19__-19__	Dunnock Brothers Electronics Co., San Francisco, Calif.	Order Clerk, Salesman, Sales Mgr.

EDUCATION - University of California, B.S. 19__; Major, Business Admin.

PERSONAL DATA - Birth Date, January 4, 19__; Married, 3 children.

7. THE COVERING LETTER

Always enclose a covering letter when you mail out a resume. Your major purpose is to interest an employer in hiring you. The first step is to get him to read your resume. Keep these facts in mind when writing the covering letter.

Address your letter to a specific person by name, when possible.

--The first twenty words are important. They should attract the reader's attention.

--Tell your story in terms of the contribution you can make to the employer.

--With local firms, take the initiative in suggesting that you telephone for an interview.

--Use simple, direct language and correct grammar. Avoid hackneyed expressions.

--Keep it short. You need not cover the same ground as your resume. Your letter should sum up what you have to offer, and act as an "introduction card" for your resume.

--Let your letter reflect your individuality, but avoid appearing aggressive, overbearing, familiar, or humorous. You are writing to a stranger about a subject that is serious to both of you.

8. A SAMPLE COVERING LETTER

Mr. Charles D. Hammer, Vice-President (date)
Sales Division
Americo Electronics, Inc.
112 Westwood Street
Palo Alto, California

Dear Mr. Hammer:

The enclosed record of successful planning and execution of large promotion campaigns may be of interest to you in your sales program.

My experience with electronic product manufacturers has been broad, starting with over-the-counter sales and progressing through a variety of seeling and top management assignments.

May I ask that you read the enclosed resume and permit me to telephone your secretary next week to arrange for an appointment. Thank you.

Very truly yours,

Harold W. Colton
304 Oak Street
San Francisco, Calif.

NOTE: The above letter refers to the resume for Sales Executive, Page 20

GETTING READY FOR THE INTERVIEW

Have all factual information about yourself ready: Address, telephone number, social security number.

Have necessary papers ready: Licenses, health certificate, working papers, proof of age, union membership card, other records, such as military records.

Take a kit: Example--samples of work for artist or designer, outline of training and experience for professional jobs, copies of recommendations for personal service jobs.

Learn as much as you can beforehand about the firm to which you will apply.

Know why you want to work for this company. Learn about the kinds of jobs available and the kind of product or service offered. Find out what you can about the employer's personal preferences.

Avoid too fancy or too casual clothes.

KNOW YOUR WORK RECORD

Be able to give a continuous record of any jobs you have had, including vacation and part-time.

Know the names of previous employers and their kind of businesses.

Know the exact dates of employment.

Know the exact nature of the work you did.

Know the names of persons able to give information about your performance.

Know the reasons for giving up or losing your previous job.

Know which elements in your past jobs you like best, and why.

Look for any reasonable relationship between your past training or experience and potential jobs; do not dismiss similarities because they are not a perfect fit.

KNOW YOUR SCHOOL RECORD

Know the school you attended.

Be able to answer questions regarding your favorite subjects and why you liked them best.

Know the subjects and courses in which you got the best grades.

What school or college extracurricular activities did you participate in?

YOU AND THE INTERVIEW--

What To Do:

Stress your qualifications for the job and your interest in it.

Avoid mention of your personal, domestic, or financial problems. Discuss only matters related to the job.

Be businesslike and brief.

Give the information asked for. Let the employer take the lead in conversation.

Pick up clues given you by the employer's questions or statements and use them to convince him that you fit his requirements.

Have your papers arranged for easy reference: The identification data, summary of work experience, references, etc.

It is usually better to ask for specific types of jobs rather than say, "I'll take anything." Be flexible and willing, but indicate preferences.

Have a definite understanding as to what is to be required of you before you are hired. This will avoid disappointment for you and your employer.

Be realistic in discussing wages.

Keep up your courage if the employer doesn't take you. You may not get the first job you seek.

WHY PEOPLE SOMETIMES FAIL TO GET THE JOBS THEY SEEK . . .

Their appearance is not suitable for the work they are seeking.

The wages asked are unrealistic.

They lack sufficient training for the work.

They have an unbusinesslike attitude or behavior.

They ask too many questions about the job, giving the impression of reluctance to do the work.

They show extreme nervousness.

They have an unfriendly manner.

They fail to show up for an interview at the appointed time.

They take a second person, friend or relative, with them when looking for the job.

WHY WORKERS LOSE THEIR JOBS

Repeated studies show that more workers lose their jobs due to poor character qualities than to lack of skill. Some of the qualities found most objectionable are:

Carelessness

Unwillingness to follow rules

Laziness

Absence or tardiness without cause

Troublemaking

Too much attention to outside interests

Lack of initiative

Too little or too much ambition

Disloyalty

Irresponsibility

Lack of adaptability

Misrepresentation

YOUR LETTER OF APPLICATION

If you are in a field of work where it is customary to write letters of application --

Type or write in ink.

Use standard-size white paper.

Write to a specific individual, if possible.

State exactly the kind of position you are seeking.

Be clear, brief, and businesslike.

Enclose a description of your training and experience, giving dates, and names and addresses of employers and schools.

Ask someone you respect to check your letter before you send it.

Type or print full name EMPLOYEE WITHHOLDING EXEMPTION | Social security number

Home address (Number and street or rural route) | City or town, State and ZIP code

Marital status—check one (If married but legally separated, or spouse is a nonresident alien, check "Single"): ☐ Single ☐ Married

If you expect to owe more tax than will be withheld, you may either claim fewer or zero exemptions or ask for additional withholding on line 8.

1 Personal exemption for yourself. Write "1" if claimed . . . . . .

2 If married, personal exemption for your wife (or husband) if not separately claimed by her (or him). Write "1" if claimed . . . . . .

3 Special withholding allowance.[1] (See instruction 2.) Write "1" if claimed . . . . . .

4 Exemptions for age and blindness (applicable only to you and your wife but not to dependents):

(a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . . . .

(b) If you or your wife are blind and you claim this exemption, write "1"; if both are blind, and you claim both exemptions, write "2" . . . . . .

5 Exemptions for dependents. (Do not claim an exemption for a dependent unless you are qualified under instruction 5.) . . . . . .

6 Additional withholding allowances for itemized deductions. See table on reverse . . . . . .

7 Add the exemptions and allowances (if any) which you have claimed above and enter total . . . . . .

8 Additional withholding per pay period under agreement with employer . . . . . $

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled.

(Date) ....., 19..... (Signed).....

(Instructions may be detached after form is completed.)

Reminder to:

Employee.—If you had no tax liability last year and anticipate none for this year, you may be exempt from income tax withholding by filing Form W–4E with your employer.

Employer.—If you believe the employee claimed too many exemptions, advise your District Director.

Instructions

1. **Number of Exemptions.**—You may claim all the exemptions and allowances to which you are entitled. However, you may not claim the same exemptions and allowances with more than one employer at the same time. That is, if you are employed by more than one employer, you must allocate the total number of exemptions and allowances to which you are entitled on the separate Forms W–4 filed with each employer.

Similarly, if you and your wife (or husband) are both employed, you and she (or he) must allocate the total number of exemptions and allowances to which you both are entitled.

Nonresident aliens other than residents of Canada, Mexico, or Puerto Rico may claim only one personal exemption.

2. **Special Withholding Allowance.**—Each single person, and each married person whose spouse is not also employed, is entitled to one "special withholding allowance." This allowance may not be claimed by either husband or wife when both are employed or by any employee who has two or more concurrent jobs.

3. **Itemized Deductions.**—If you itemize your deductions and do not have large nonwage income, the amount of tax withheld may exceed your tax liability at year end. For this reason see the table on the back to determine if you are entitled to claim additional withholding allowances based on your estimated itemized deductions. Caution: If your estimated deductions are less than the amount shown in the "0" column of the table, you can generally avoid having too little tax withheld by claiming one fewer withholding exemption or allowance for each $750 by which your estimated deductions fall short of the amount in the "0" column.

4. **Changes in Exemptions or Allowances.**—You may file a new W–4 at any time if the number of your exemptions increases.

You must file a new W–4 within 10 days if the number of exemptions you previously claimed decreases. Examples of situations in which the number of your exemptions would decrease are as follows:

(a) You and your wife (or husband) for whom you have been claiming an exemption are divorced or legally separated.

(b) Your wife (or husband) for whom you have been claiming an exemption claims her (or his) own exemption on a separate certificate.

(c) You no longer expect to furnish more than half the support for the year of a dependent for whom you have been claiming an exemption.

(d) You find that a dependent for whom you claimed an exemption will receive $750 or more of income of his own during the year (except your child who is a student or who will be under 19 years of age at the end of the year).

(e) You have been claiming additional withholding allowances for estimated itemized deductions from Part II—married employees (when spouse is not employed)—and when your spouse begins employment, you find that a smaller number of additional withholding allowances is authorized under Part III—married employees (when both spouses are employed).

The death of a spouse or a dependent does not affect your withholding until the next year, but requires the filing of a new W–4. If possible, file a new W–4 by December 1 of the year in which the death occurs. If you qualify as a surviving spouse with dependent child (children), you may claim "married" status (see check box at top of form) for the two years following the year of death of your spouse.

5. **Dependents.**—Each dependent claimed on line 5 must meet all of the following tests:

(a) *Income.*—Will receive less than $750 income. (If the child[2] will be under 19 at the end of the year or is a full-time student, this limitation does not apply.)

(b) *Support.*—Will receive more than half of his support from you (from husband or wife if a joint return is filed).

(c) *Married Dependents.*—Dependent will not file a joint return with husband or wife.

(d) *Nationality.*—Be either a citizen or resident of the U.S. or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone; or be an alien child adopted by and living with a U.S. citizen abroad.

(e) *Relationship.*—(1) Be related to you as follows:

Child[2]	Stepbrother	Son-in-law
Stepchild	Stepsister	Daughter-in-law
Mother	Stepmother	The following if related by blood—
Father	Stepfather	
Grandparent	Mother-in-law	Uncle
Brother	Father-in-law	Aunt
Sister	Brother-in-law	Nephew
Grandchild	Sister-in-law	Niece

or, (2) be a member of your household and have your home as his principal residence for the entire taxable year.

[1] This is the "standard deduction allowance" under the tax law. It may be claimed whether the employee plans to claim the standard deduction or to itemize deductions on his tax return.

[2] Includes a child or stepchild who is a member of your household if placed with you by an authorized placement agency for legal adoption or a foster child who is a member of your household for the entire year.

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Table for Determining Number of Withholding Allowances Based on Itemized Deductions (Line 6 of Form W-4)

If you expect to itemize deductions for the current year, you may be entitled to claim additional withholding allowances (line 6) and thus avoid having too much tax withheld. Your employer will treat each such allowance as a withholding exemption. The amount of itemized deductions for the current year cannot exceed the amount of itemized deductions (or standard deduction) claimed on your return for the preceding year (or 2nd preceding year if you have not yet filed your return for the preceding year), plus additional determinable deductible amounts.

These additional allowances will remain in effect until you file a new W-4 with your employer. For detailed information on allowable itemized deductions, see Form 1040 instructions.

HOW TO USE THE TABLE

1. Find the line in the table that includes your estimated salary and wage amount and that shows your status as either a single employee (Part I), a married employee whose spouse is not employed (Part II), or a married employee whose spouse is also employed (Part III). Also, use Part III if you are an employee who is holding more than one job concurrently.

2. Read across that line until you find the column that includes the amount of your estimated itemized deductions.

3. Note the number of allowances shown at the top of the column. This is the maximum number of additional withholding allowances you may claim on line 6.

Married Couples.—If you and your wife are both employed and file a joint return, determine your withholding allowances based on your combined wages and deductions. If you file a joint return and your spouse is not employed, use Part II. If you are filing a joint return and both are employed, use Part III to determine the total number of withholding allowances to which you are jointly entitled (you may allocate such withholding allowances between yourselves). However, if in your last filing you filed separate returns, and if you expect to file separately this year, each of you must make your determination on the basis of your own wages and deductions and determine the number of withholding allowances for each from Part III.

Estimated salaries and wages	Number of additional withholding allowances for the amount of itemized deductions shown in the appropriate column (See Line 6 on other side)											
	0	1		2		3		4		5		6*
PART I: SINGLE EMPLOYEES												
	Under	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than
Under $8,000	$1,700	$1,700–	$2,450	$2,450–	$3,200	$3,200–	$3,950	$3,950–	$4,700	$4,700–	$5,450	$5,450–	$6,200
8,000–10,000	1,800	1,800–	2,550	2,550–	3,300	3,300–	4,050	4,050–	4,800	4,800–	5,550	5,550–	6,300
10,000–12,000	2,200	2,200–	2,950	2,950–	3,700	3,700–	4,450	4,450–	5,200	5,200–	5,950	5,950–	6,700
12,000–25,000	2,400	2,400–	3,150	3,150–	3,900	3,900–	4,650	4,650–	5,400	5,400–	6,150	6,150–	6,900
25,000–30,000	2,900	2,900–	3,650	3,650–	4,400	4,400–	5,150	5,150–	5,900	5,900–	6,650	6,650–	7,400
30,000–35,000	3,800	3,800–	4,550	4,550–	5,300	5,300–	6,050	6,050–	6,800	6,800–	7,550	7,550–	8,300
35,000–40,000	4,900	4,900–	5,650	5,650–	6,400	6,400–	7,150	7,150–	7,900	7,900–	8,650	8,650–	9,400
40,000–45,000	6,400	6,400–	7,150	7,150–	7,900	7,900–	8,650	8,650–	9,400	9,400–	10,150	10,150–	10,900
45,000–50,000**	7,900	7,900–	8,650	8,650–	9,400	9,400–	10,150	10,150–	10,900	10,900–	11,650	11,650–	12,400
PART II: MARRIED EMPLOYEES (WHEN SPOUSE IS NOT EMPLOYED)												
Under $8,000	1,700	1,700–	2,450	2,450–	3,200	3,200–	3,950	3,950–	4,700	4,700–	5,450	5,450–	6,200
8,000–10,000	1,800	1,800–	2,550	2,550–	3,300	3,300–	4,050	4,050–	4,800	4,800–	5,550	5,550–	6,300
10,000–12,000	2,200	2,200–	2,950	2,950–	3,700	3,700–	4,450	4,450–	5,200	5,200–	5,950	5,950–	6,700
12,000–35,000	2,400	2,400–	3,150	3,150–	3,900	3,900–	4,650	4,650–	5,400	5,400–	6,150	6,150–	6,900
35,000–40,000	2,700	2,700–	3,450	3,450–	4,200	4,200–	4,950	4,950–	5,700	5,700–	6,450	6,450–	7,200
40,000–45,000	3,500	3,500–	4,250	4,250–	5,000	5,000–	5,750	5,750–	6,500	6,500–	7,250	7,250–	8,000
45,000–50,000**	4,500	4,500–	5,250	5,250–	6,000	6,000–	6,750	6,750–	7,500	7,500–	8,250	8,250–	9,000
PART III: MARRIED EMPLOYEES (WHEN BOTH SPOUSES ARE EMPLOYED), and other employees who are holding more than one job												
Under $8,000	1,700	1,700–	2,450	2,450–	3,200	3,200–	3,950	3,950–	4,700	4,700–	5,450	5,450–	6,200
8,000–10,000	2,000	2,000–	2,750	2,750–	3,500	3,500–	4,250	4,250–	5,000	5,000–	5,750	5,750–	6,500
10,000–15,000	2,700	2,700–	3,450	3,450–	4,200	4,200–	4,950	4,950–	5,700	5,700–	6,450	6,450–	7,200
15,000–20,000	3,300	3,300–	4,050	4,050–	4,800	4,800–	5,550	5,550–	6,300	6,300–	7,050	7,050–	7,800
20,000–25,000	4,000	4,000–	4,750	4,750–	5,500	5,500–	6,250	6,250–	7,000	7,000–	7,750	7,750–	8,500
25,000–30,000	4,900	4,900–	5,650	5,650–	6,400	6,400–	7,150	7,150–	7,900	7,900–	8,650	8,650–	9,400
30,000–35,000	5,900	5,900–	6,650	6,650–	7,400	7,400–	8,150	8,150–	8,900	8,900–	9,650	9,650–	10,400
35,000–40,000	6,900	6,900–	7,650	7,650–	8,400	8,400–	9,150	9,150–	9,900	9,900–	10,650	10,650–	11,400
40,000–45,000	7,900	7,900–	8,650	8,650–	9,400	9,400–	10,150	10,150–	10,900	10,900–	11,650	11,650–	12,400
45,000–50,000**	9,100	9,100–	9,850	9,850–	10,600	10,600–	11,350	11,350–	12,100	12,100–	12,850	12,850–	13,600

*7 or More Allowances: If your itemized deductions exceed the amount shown in Column 6 (above), you may claim 6 allowances plus one more for each $750 or fraction thereof of itemized deductions in excess of the amounts shown in Column 6 for your salary and wage bracket.

**When annual salary or wage exceeds $50,000, "0" column amounts may be determined as follows: for single employees (Part I)—19% of their annual salary; for married employees whose spouse is not employed (Part II)—13% of their annual salary; and for married employees when both spouses are employed and other employees who are holding more than one job (Part III)—22% of their combined annual salary. An additional withholding allowance may be claimed for each $750 or fraction thereof by which itemized deductions exceed the "0" column amount determined in this manner.

U.S. GOVERNMENT PRINTING OFFICE 1971— 418-021 16—81736-1

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60. Economic Security
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62. Invested Capital
63. Distribution of Income
64. Consumption
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66. Cybernation
67. Economic Benefits
68. Blue Collar Worker
69. White Collar Worker
70. Labor Union
71. Collective Bargaining
72. Contract
73. Grievance Procedure
74. Mediator
75. Arbitration
76. Strike
77. Lockout
78. Investment

Appendix 114

CHECK LIST OF STEPS FOR FIELD TRIPS TO ECONOMIC ENTERPRISES

by

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STEP ONE

Make appointment with appropriate individual at enterprise to discuss the feasibility and arrangements for field trip for purposes of economic education. The following questions would be considered:

1. What kinds of information and experiences are available from the field trip?

2. What date -- day of the week -- and time would be best? What alternatives are there?

3. What total group could be accommodated best? Adequately? Would sub-grouping be advisable? If so, what size or composition would be best?

4. How much travel is involved to reach enterprise? What kind of transportation facility advisable and available (bus, cars)? Approximate cost?

5. What alternatives are there for amount of time used to visit and analyze enterprise? What alternative schedules are there for the day?

6. How much physical activity would be involved in taking the field trip? Alternatives. What clothing would be most appropriate?

7. What arrangements and facilities would be needed for food for the group? Alternatives

8. Are there any screening requirements for members of the group, such as security clearance, health, age? If so, how is this accomplished?

9. Is there any preparatory study recommended? Are there materials or personnel available to assist in this?

10. Are there any restrictions during the field trip such as photography, questioning, tape recording?

STEP TWO

Assuming the field trip is feasible, hold conference with individuals of enterprise who are likely to have major responsibilities throughout the field trip (those who would be qualified to accompany visiting group and answer such questions as those on the Field Trip Guide Questionnaire).

1. Acquaint them with names, positions, background, and broad interests of members of group taking the field trip.

2. Provide them with the kinds of information and experiences which the members of the group hope to gain from the field trip (distribute copies of the Field Trip Guide Questionnaire).

3. Secure reactions and suggestions on the schedule, procedures, or content planned for the field trip.

4. Develop schedule for the field trip cooperatively, including specifics of time, place, personnel, procedure and content for all parts.

5. Clarify understanding of all questions raised in Step One above or any questions there may be about the group taking the field trip.

STEP THREE

Hold Planning Conference with group taking the field trip. The following would be done:

1. Discuss the major purposes of the field trip (information about enterprise, experiences at enterprise, experience in taking field trip, benefits of mutual acquaintanceship between employees of enterprise and educators, developing patterns for continuing cooperation and support).

2. Acquaint them with the preliminary conference that was held with the enterprise personnel.

3. Discuss the areas of knowledge and specific questions which can be investigated during the field trip (distribute copies of the Field Trip Guide Questionnaire).

4. Discuss the schedule that has been arranged for the field trip (travel, visitation, meals).

5. Discuss the grouping which is to be followed and arrange for group leaders (appointed or elected).

6. Discuss the sharing of responsibilities in carrying out the entire field trip -- transportation; raising questions during the field trip (drawn from Field Trip Guide); expressions of appreciation; preparing written summaries; presenting oral reports; taking pictures.

7. Discuss the possibilities for capitalizing on educational opportunities during trip to and from the enterprise.

STEP FOUR

Take the field trip doing the following:

1. Assemble group and coordinate travel plans to reach site of enterprise; provide each person with name of person in charge of field trip at enterprise and the time and place for assembling at enterprise.

2. Provide each participant with the following: name tag; schedule for the field trip; set of questions to be raised by total group and/or sub-groups; listing of key personnel of enterprise involved in field trip.

3. During field trip, cooperate with enterprise in having pictures taken and/or take own pictures.

4. Raise questions throughout the field trip (from Field Trip Guide).

5. Extend oral appreciation to hosts upon departure.

STEP FIVE

Recapitulate and Share Field Trip Information and Experience by doing the following:

1. Set up session for oral reporting by individuals and groups.

2. Develop total written report from separate reports turned in by individuals or groups.

3. Send letter or letters of appreciation to personnel of enterprise.

4. Develop scrapbook of field trip, including written report and pictures.